

**IMPLEMENTATION AND CHALLENGES OF YOUTH  
SOCCER PROJECT IN ADDIS ABABA**

**PREPARED BY; ZINABU DENBOBA**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADDIS  
ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTERS OF SCIENCE IN FOOTBALL COACHING**

**JUNE 2014**

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**Approval of the board of examiners**

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## Acronyms

BNSC.....	Bostwana National Sports Council
DMASP.....	Development Model of Sport Participation
FSC.....	Federal Sport Commission
FIFA.....	Federation De Football Federation
NAYS.....	National Alliance for Youth Sports
NRCIM.....	National Research Council and Institute of Medicine
PAR.....	Participatory Action Research
PYD.....	Positive Youth Development
SASDA.....	Southern Africa Social Development Agency
SAD .....	Swiss Academy for Development
SDP.....	Sport for Development and Peace
UK.....	United Kingdom

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**Abstract**

*The purpose of this study is to assess the implementation and challenges of youth soccer project in some selected sub city of Addis Ababa. Descriptive survey was the research method employed to conduct the investigation. The data were collected by means of questionnaires prepared in Amharic distributed to 40 trainees, 4 coaches, 4 administrative personnel, 4 sub city sport officers and 12parents by using simple random sampling techniques, and document analysis was used and then analyzed by using percentage and descriptive statement. The data were analyzed using both quantitatively and qualitatively. Accordingly the research revealed the following results;The selection of training center, the selection of coaches and trainees conducted just randomly without proper and clear criteria. Lacks of organized implementation, the facilities provided were unprportionalinterms of number of trainees, and there is scarcity of fair distribution of training materials. The other problem faced is the manual is not designed and modified based on the trainee's age level. The sport wear and other equipment's were not good in quality and even they were not delivered in time needed. The task and training activities that were expected to be conducted at the early beginning of the year were not implemented accordingly. The financial and budget allocations were not on the circumstances that may need especial action. The administrative bodies lacked well designed follow ups and there were no concerned bodies were in charge of finding immediate solutions to the problem that were faced by the trainers and trainees.The activities and the whole accountabilities were limited to certain sub cities and expertise, and even personalities that were making fewer follow ups. That kinds of implementations revealed that was exposed to failure to solve the confronted challenges. Therefore, in order to facilitate and encourage extensive participation, high standards and safety, and improved performance, attention must be paid to the available sport infrastructure. To adequately improve the standard of sports and efficiency in implementing programs, training and development opportunities must be provided to sports practitioners. To attain these ideals, attention must be given to development of our human resources. Specific attention must be given to acquiring and developing resource material such as manuals and coaching kits, which will assist in improving knowledge and advancing the technical skills of sport persons. Programs must be designed so that they revitalize communities as partners in the delivery of sports programs. Sports programs must reevaluate their programs and institute equitable programs that will meet the needs of all youth.*

# ***CHAPTER ONE***

## ***1. INTRODUCTION***

### **1.1. BACKGROUD OF THE STUDY**

The concept of using sports programs to develop youth and spark positive social change has gained significant momentum in the international community in the past decade. Organizations around the world are focusing their efforts on engaging and empowering youth through sport. These youth sports organizations can have a tremendous effect on the development of the individual people within the community and particularly on the development of the community in general.

Sports play a positive role in the lives of people of all ages. Most often, individuals are introduced to sports at a very young age; thus, millions of children play sports and participate in youth sports programs in the United States each year. With over 48 million eligible participants each year, youth sports programs should utilize the most effective practices possible in order to safely and positively shape the future of America's youth through sports (Seefeldt and Ewing 1997: 2). The greatest concern for youth sports programs are the safety of children and the best practices for youth sports should be to maximize the safety of children in a fun environment, since sports have the unique ability to promote a long-term healthy lifestyle. Efficiently run youth sports programs are able to more positively impact the lives of children than are less efficient programs because the former are able to better control the variables that would otherwise negatively affect such programs.

Similarly, in our country in 1990 E.C, the government formulated the sport policies and programs so that the whole society will be benefited by exercising sport activities wherever it is whether the school or the workplace. Especially for the children and as well as for the youth the government payed a greater concern and intended to reveal the aims of the policy and its implications in general. Tangibly from 1989 E.C , on there are eight sport varieties and these sports are sub-divided according to the participants age level organized and the training has been given in all level trainees. Nevertheless, the result that is required is not achieved as expected.

Sports-based youth development programs can benefit children during out-of-school time. These programs use a specific sport, such as basketball, baseball, or soccer, to promote learning and lifeskill development (Perkins and Noam, 2007). For many young people, participating in organized sports has become a rite of passage. While a precise figure of youth sports involvement remains elusive, research shows that sports participation accounts for the largest amount of adolescents' leisure time activities (Child Trends DataBank, 2005; Larson and Verma, 1999). When properly supervised, sports can help promote positive growth. However, discrepancies within youth sport structure and implementation have been cited as main causes of the ill effects associated with participation (Danish, Taylor, and Fazio, 2004; Mahoney and Stattin, 2000). As a result, many stakeholders, including funders, organizers, parents, and participants, have called for a better approach to implementing youth sports programming.

In the same way, our youth sport program also practice in specific sports, such as, soccer, volleyball, athletics, gymnastics, handball, or Basketball to promote and skill development.

Organizational approaches vary greatly, but understanding the rationale and methods behind specific projects can assist us in improving delivery and outcomes. Youth development is another aspect of this research which ties into sport and development. In order to effectively address youth development, organizations need to address positive development and life skills through sports. Once the sporting environment is present as a base, then broader social concepts can be discussed and integrated into the programs (Perkins & Noam, 2007). This incorporation of social skills is where sporting projects cross into the realm of development projects.

In 1997 E.C the government again tried to formulate better strategies to implement in the same field and add five different sports. By the same time, the first step taken is included the former youth sport program in the school based and the follow-ups are done to keep them continued in their successful way.

Despite all efforts the desired effects could not be achieved. The main factors are the former youth sport programs are only held on the concerned body's volunteerisms of National sport Federations and Federal sport commission. The reservations about the ways in which organizations operate and the specific outcomes of these organizations affected the

implementations, outcomes, continuity and relations of the sport administrators. These resulted in lack of the desired objectives from this area.

SCORE (2005) argues that:

“The issue of internal capacity at organizational... level is one of the greatest challenges for the effective implementation and sustainability of projects ... sufficient internal capacity is essential for long term success.....stronger organizations will lead to better implemented projects and better results in the long term”

The researcher intended to investigate the measures the government is taking to bring about the effective youth sport program of soccer project in the sub cities. Therefore, the study is going to pay a thorough attention towards ways in which organizations operate and the specific outcomes of these organizations. Organizational approach will include human resources and personnel, strategic planning, program implementation approach, monitoring and evaluation, and sustainability and youth sport policy, government role, and organizational structure.

The capacity and approach of the organization can greatly affect its ability to achieve its outcomes. Pinpointing the strengths and weaknesses of an organization allows us to identify how these capacities can be enhanced or changed. Therefore, the research topic focuses challenge and success of youth sport programme in perspectives of organizational approach and capacity particularly youth soccer projects in Addis Ababa, Ethiopia.

## **1.2. STATEMENT OF THE PROBLEMS**

Youth sports organizations can have a tremendous effect on the development of the individual people within the community and particularly on the development of the community in general.

In 1997 E.C the government tried to formulate better strategies to implement youth sport program. By the same time, the first step taken is included the former youth sport program in the school based and the follow-ups are done to keep them continued in their successful way.

Despite all efforts and the desired efforts made the desired objectives could not be achieved. That is why the former youth sport programs are only held on the concerned body's volunteerisms. That is the National sport Federation and Federal sport commission are expected to show their willingness. Thus, training programs that have been held at the national and other levels failed to bring forth the expected skilled competitors. The main

factors for this problem are the multi-dimensional aspect of capacity building and investigated the following five dimensions to be considered: human resources, financial, relationship and networks, infrastructure and process, and planning and development capacity. Therefore, the researcher found it timely and important to deal with the implementation and challenges of youth soccer projects in four selected subcity of Addis Ababa.

### **1.3. RESEARCH QUESTIONS**

1. How does the youth sport is implement in the selecting youth soccer projects?
2. What are the obstacles that hindered the effective implementation of the youth soccer projects?
3. How does the youth sport program of soccer influence the individuals and communities that it serves?

### **3. 1.4. OBJECTIVES OF THE STUDY**

#### **1.4.1. General objectives**

- To assess the implementation of youth sport program strategies of soccer projects, identifying challenges and suggests or recommends alternative ideas for the program designer or organization.

#### **1.4.2. Specific objectives**

- Identify factors affecting the implementation of youth soccer projects.
- To find out solutions for problems in the selected projects.
- To give possible recommendation.
- To help others researchers to deal with this area.

### **1.5. SIGNIFICANCE OF THE STUDY**

- Identifying the prevailing major challenges of the youth sport program of soccer projects.
- It is hoped that this evaluation/assessment will provide some important information for the leaders and the concerned partners in the existing practices of youth sport program of soccer projects.
- Share best experience.

- It hoped that this assessment/evaluation would enable to pin out the major direction points to the concerned bodies in designing and executing effective youth sport program of soccer.
- The study may serve as stepping stone for/or step to carry out other detailed studies on the area by other interested researchers.

## **1.6 DELIMITATION OF THE STUDY**

This study was delimited to four selected sub city of Addis Ababa youth soccer projects.

## **1.7 LIMITATION OF THE STUDY**

When the investigate conducted this assessment they faced many problems such as:

- The shortage of time due to over load office work.
- Informants were not giving attention in responding to the distributed questionnaires.
- Scarcity of the previously conducted assessment paper on the issue
- Lack of an available organized document

## **1.8 OPERATIONAL DEFINITION OF TERMS**

**Effectiveness** - refers to the relationship between the various elements of the programme (outputs) and outcomes – the extent to which the various aspects of the programme are contributing to the achievement of the desired aims and outcomes.

**Efficiency** - is concerned with maximising the outputs that you get from your resources. It is expressed as a ratio of outputs (e.g. courses or classes provided; leaders or coaches trained; coaching and other learning materials produced) to the inputs (resources such as staff and finance) used to produce them.

**Sport-based youth development** -- is a methodology that uses sports to provide the support and opportunities youth need to be healthy, contributing citizens now and as adults. A sports-based youth development program offers youth an experience in which they learn and master sports' skills along with life and leadership skills in a safe, fun, supportive, and challenging environment. This experience involves caring relationships, facilitated learning, experiential learning, and vigorous physical activity.

**Communities youth development programs**-- are purposeful environments that provide beneficial, positive and encouraging positive relationships with adults and peers that are sustained (Perkins & Noam, 2007).

**Community empowerment** -- is the process of gaining influence over conditions that matter to people who share neighborhoods, workplaces, experiences or concerns (Fawcett et al., 1995).

**Sports personnel**- means people involved in sports administration and management, and includes sports scientists, specialists in sports medicine, experts in sports equipment and experts in maintenance of sports facilities.

**Stakeholders**- mean any institution organization or individual with a particular interest in culture, information and sport activities.

**Sport Organization** -means any Sport Governing Body, any international sport governing body, or any governing body's affiliated members, clubs, teams, associations or leagues.

**Sport** - means a human activity that involves specific administration, organization and an historical background of rules which define the object and limit the patter of human behavior; it involves competition and a definite outcome primarily determined by physical skill.

## **1.8 ORGANIZATION OF THE STUDY**

The research document is organized into five chapters. The first chapter deals with introduction, background of the study, statement of the problem, significance, scope, limitation of the study and operational definition of terms. The second chapter deal with review of related literature pertinent to the research; the third chapter covers research method, which includes research design, sample size, sampling technique, and data collection instruments and data analysis method. While the fourth chapter deals with research results and discussions and the fifth chapter deals with summarize the research and highlight the way forward and lastly references and appendix, which include questionnaire, checklists, and other related materials, are part of the document.

## CHAPTER TWO

### 2. LITIRATURE REVIEW

The key elements found in the literature create ideal type categories that identify the best practices that youth sports programs should possess in order to attain the organization's goals. This review of relevant, recent literature provides an idea of the power and impact many of these programs have had around the world.

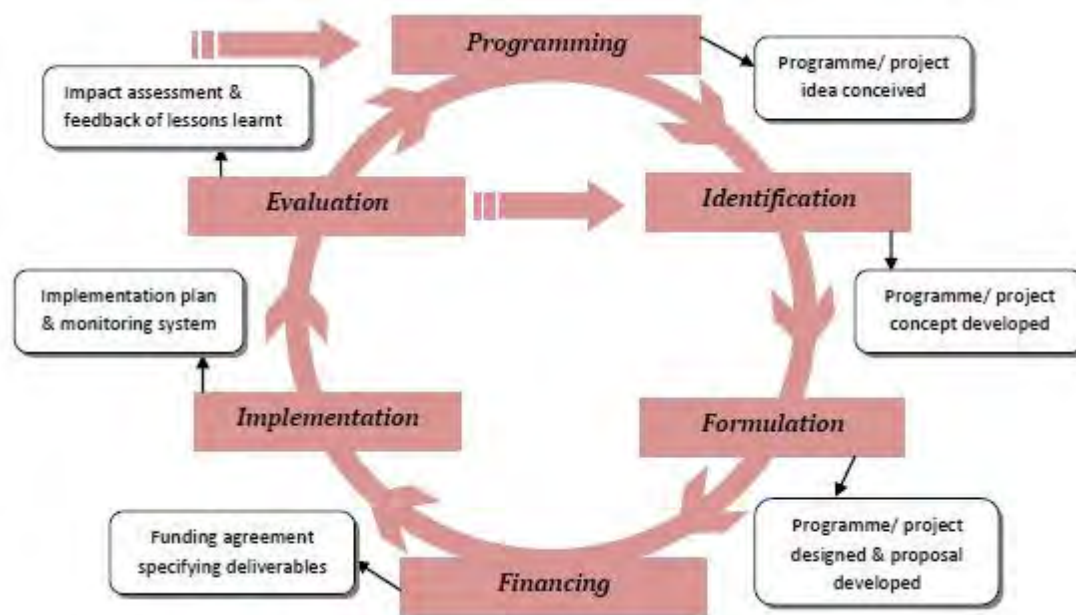
This study utilized existing research as a base for investigating the effect of a sport and development organization on a specific community and the motivation behind its operations. While all communities, cultures and contexts are different, examining a certain organization and its effects in detail proved to be beneficial to furthering an understanding of useful practices within the sport and development community. A case study approach in relation to recreation evaluation gives great insight into the situation of a particular organization. Since the case study method is 'process-focused,' its value lies in allowing the evaluator to learn the intricacies of an organization, rather than only comparing it to other organizations (Bialeschki& Henderson, 2010). Investigating the rationale behind organizational decisions and programs could be influential in the creation of an international body of knowledge in sport for development.

According to the Committee on Community-Level Programs for Youth (Eccles&Gootman, 2002), the first step in the evaluation process is to examine how programs are implemented. This step is critical because in many situations, what is intended to occur in a youth development program may differ considerably from what is actually delivered (Catalano et al., 2002). It is important to describe in detail the specific elements of a program and how they were delivered in order to understand and interpret the results of any outcome analysis. In addition, the quality of implementation is also often associated with the quality of program outcomes (Dane & Schneider, 1998; Domitrovich& Greenberg, 2000; Durlak, 1998). Unfortunately, many programs lack sufficient time and financial resources to assess factors related to program implementation, which include staff training, ongoing supervision, as well as explicit program elements.

## 2.1 Organizational Capacity and Approach

Organizational approach vary greatly, but understanding the rationally and methods behind specific projects can assist us in improving delivery and outcomes. Project management, including sport for development programs, can be broken down into a cycle consisting of four pre-implementation phases (programming, identification, formulation and financing), an implementation phase (implementation) and a post-implementation phase (evaluation).

Figure 1 – Program/Project Cycle



Southern Africa Social Development Agency [SASDA], 2009)

This model details the various aspects of organizational approach which are designed to help the organization plan and think through its projects in order to ensure preparedness, quality implementation and sustainability adopted from (SASDA, 2009).

In a case study of the Positive Futures program founded in the UK, Crabbe (2009) engaged with the ideas of a dynamic organizational approach. His research centered on the style and delivery of a sport for development program and attempted to answer the question of ‘how’ such programs are to be carried out. This particular case study was carried out over two years and relied on participatory action research (PAR) in order to fully understand the interaction between program staff and participants.

The Positive Futures project used an ‘organic’ approach in which community outreach and local input were emphasized and relied upon. This approach became flexible instead of

specifically targeting objectives or initiative. The approach of staff members was dynamic and adaptable in catering to an individual participant's needs. Crabbe emphasized the importance of staff members and instructors who were embedded in these local communities and shared 'cultural capital' with the local youth. The staff members had been successful in their approach to act as guides for these troubled youth, instead of teachers or enforcers. These approaches allowed the organization to convey a sense of community engagement and natural environment that allowed for successful relationship-building with participant youth. This study concludes that slow progress in partnerships is helpful and that the partnership approach to sport for development is an area that needs further exploration in relation to approach and delivery techniques (Lindsey & Banda, 2011)

This section of the study details the results from the various methods of data collection. Using certain criteria, the youth sport program of soccer projects organizational approach was analyzed to determine its effectiveness and its capacity to reach its goals. The criteria considered in this study to determine the effectiveness of the organization were all tangible, measurable factors that could be evaluated and investigated realistically. The first criterion was human resources and personnel. This included the administrators within the organization who are involved in planning and office work, as well as those who are implemented programs and other coaches and volunteers involved in any capacity with the organization. The next criterion was strategic planning. This involved any type of planning including proposal writing, annual strategies and general planning. The third criterion was program implementation approach. This involved whether the organization was hands-on, centralized or de-centralized and how it emphasized quality vs. quantity in their programs.

The fourth criterion was monitoring and evaluation. This involved ongoing program monitoring when projects were currently running as well as evaluations and reporting efforts after projects had concluded. The final criterion was sustainability. This included fiscal responsibility, capacity building within the organization and among its personnel, and the community engagement in ongoing projects. By examining these six criteria, this study helps to understand the organizational dynamics, outcome and approach of youth sport program of soccer projects and provides recommendations for improvements within the organization. The following covers each of these criteria:

### **2.1.1 Human Resources and Personnel**

Using sport as a vehicle for youth development together with a professional, well-organized administrative approach, will allow the soccer projects to continue to implement enjoyable and educational sports programs for children and youth.

One of the most important criteria considered in this study was human resources and personnel since this factor plays a crucial role in the capacity building of non-profit organizations (Hall et al., 2003; Misener&Dogherty, 2009).

### **Program Administration**

There are three subcategories of program administration identified in the practical ideal model that youth sports programs should employ in order to provide participants with a successful youth sports experience. First, and the cornerstone of the program, is the creation of a clear definition of staff roles and program philosophy in order to establish accountability. If those who are administering a program do not understand their role or why their role exists, the program cannot accomplish its goal. Second is the need for administrative tasks. These tasks are the daily operations and resources that are required for the sustainability of the program, and they should be cost effective and performed by a limited number of staff. Third is the appropriateness of the program itself. Youth sports programs should follow the guidelines of appropriateness listed in the literature in order to provide a safe and positive experience for the players. (Ibid)

### **Staff Roles**

The approach of staff members should be dynamic and adaptable in an organization to an individual participant's needs. Staff need both a clear indication of what is expected of them and support and encouragement. A clear definition of staff roles is important to any organization. Equally important is a clear definition of the program philosophy that the staff will be expected to uphold. Creating a shared identity through which all persons involved in the program are invested in is the foundation of any field of practice. Creating a code of standards, a credible knowledge base, a broad base of support, and enabling an environment that supports and encourages model practices is a key to instilling a shared philosophy and identity (Bridgespan 2009). Enforcing a code of standards and creating a shared identity through the installation of the correct philosophy should be priorities for youth sports programs because having a broad base of participants that support an appropriate philosophy will translate to a safer program for children.

All sporting activities must be supported by appropriately screened and trained coaches, teachers, program leaders and volunteers. In order to raise the standards of youth sports, local leaders must first create a community philosophy by adopting a resolution that pledges to make youth sports a safe and positive experience for children. The youth sports philosophy should recognize the need to make the experience safe, positive, and fun for all participants including children, volunteers, and parents. In addition, complete investment on the part of

the community and employees is necessary to ensure that these standards are met (NAYS 2001, 17). Furthermore, youth sports staff members should practice this philosophy in their job role.

To ensure that everyone involved strives to make the youth sports program safe, positive and fun for all children, all administrators, coaches and parents must receive information about the program's philosophy, policies and procedures, as well as specific knowledge required for each position. In order to counteract these myths through practice and instill a philosophy in an organization, youth sports programs must appoint a professional youth sports administrator to ensure adherence to the philosophy. Administrators should work closely with all groups that use the facility to ensure that the rules and policies are understood and that there is no tolerance for their violation, because the result is children being harmed physically and psychologically. In addition to their duty to their own program, administrators are tasked with providing information and resources to create a positive experience for both children and adults (NAYS 2001, 18). Qualifications include a college degree; specific youth sports training, excellent communication skills, leadership ability, and a commitment to positive and safe sports for children as dictated by the philosophy adopted by the program (NAYS 2001, 22). Youth sports programs should seek out leaders with the above abilities and qualifications to best lead their organization and perform these administrative tasks.

Administrators must also employ others or ~~—coordinate~~ <sup>resources</sup> needed to complete their prescribed tasks and those required by the operational timeline created for the program. The widely accepted definition of a coordination structure is a pattern of decision making and communication between actors who perform tasks in order to achieve a common set of goals (Malone 1987, 1319). When delegating tasks to employees (i.e., allocating human resources), there are coordination mechanisms that should govern youth sports programs. In general, the administrator should identify the necessary and available resources, choose a particular set of resources, and then assign the resources while identifying duplicate tasks and merging overlapping tasks (Crowston 1997, 160). Youth sports administrators should follow this general model for allocating both human and inanimate resources and defining staff roles in order to make the best use of their resources and thereby provide a positive experience for their clientele.

### **Administrative Tasks**

Separate job descriptions provide separate components of administrative tasks to their organization. Administrative tasks facilitate the functioning of every organization. There are

two administrative components: managerial and clerical (also referred to as non-manager or line staff). The managerial component concerns all persons who direct, supervise, or in any other way

Coordinate the activities of others (James 1972, 536). The clerical component definition is those individuals who are involved in the storage collection, analysis, or dissemination of information within the organization but do not directly coordinate the activities of others (James 1972, 536).

Both the managerial component and the administrative Component should be used to facilitate the administration of youth sports programs in order to provide an effective product.

### **2.1.2 Strategic Planning**

Policies and underpinning ideologies often lead to how we approach the development of sport and there are many examples over history of the quality of sport today being the result of policy developments from yesterday.

#### **Policy and Sports Development Models**

Youth sport, whether organized by physical education teachers, youth development workers, coaches and sports amateurs or the police, was and still is defined as a crucial setting to re-establish moral values, healthy lifestyles and so rebuild fragmenting communities and avoid social exclusion. These themes have been popularized by Robert Putnam's (2000) idea of 'social capital'; US bowling leagues had acted as social glue, binding together healthy community networks.

#### **Considerations for the Management of Sport Development**

Changes in the policy process have enabled those engaged with sport-in development to gradually move towards the centre stage within development policy. Partly, this may have resulted from changes in perceptions towards sport, particularly by some of those who are in positions of power. Those who might have regarded sport suspiciously or dismissed the seriousness of its potential for 'social good' in the past are occasionally replaced by a generation who see sport in a more positive light. This climate of sport being 'in vogue' is a trend fuelled by its often mutually interdependent relationship with the media and by the financial and quasi-political power/influence that sport – and certain sports federations – now possess.

At the same time, there is a clear perception that sports organizations are able to bring their unique contribution to the development process. Whether the objective is health and community improvements or the opportunity to maximize sporting performance, intervention

through sport has demonstrated its potential to enhance life chances of the recipient. With their record of development assistance in, often difficult, domestic settings and their potential to provide a forum for education and development that is both popular and accessible, they continue to consolidate their position as contributors to the development process.

Difficulties have, however, arisen in terms of the gap between expectations as to what can be achieved through sport-in-development initiatives and evidence from programme outcomes. In addition, the problem of effectively engaging the wide range of stakeholders in the policy process to ensure the best use of existing funding and to co-ordinate programme delivery provides an ongoing challenge.

## **Developing Effective Policies and Programs**

### **The Strategic Challenge**

All governments play an active and crucial role in developing and supporting the sporting life of their nations. This is true at the high-performance level and in community sport systems for people of all ages and abilities. Few governments, however, make intentional and active use of sport on a large scale as a tool for advancing their domestic and international development and peace objectives. As the preceding chapters outlined, evidence and experience have demonstrated that sport can be a low-cost, high-impact tool for advancing a broad range of development objectives, in particular, but not limited to, the Millennium Development Goals. At present, the use of sport to advance these goals has largely been confined to numerous small-scale projects, often developed at the margins of existing government policy and program frameworks, with limited funding, capacity and prospects for long-term sustainability.

To fully harness sport's potential, Sport for Development and Peace approaches must be accepted and integrated into the broader development toolkit, and the necessary national policies, investment, and capacity must be in place to permit programs to be scaled-up on a national basis. Moving to this reality presents a dual challenge. First, development agencies must be aware of, and open to, the use of sport as a tool for development and peace, integrating it into their international assistance policies and programs. Second, national governments must be aware of the power of sport to help them meet their domestic development goals, and they must recognize the importance of integrating sport into their development priorities and strategies. This is particularly important because ownership of policies and initiatives must reside with national governments and, at the project level, with local communities. Ownership is critical to the long-term success and sustainability of

initiatives. Without local ownership, initiatives are unlikely to receive the support and commitment required to succeed.

Once key policies are in place, governments must address the challenge of developing programs and ensuring they have the capacity to deliver them effectively. The jurisdictional division of responsibilities with provincial/state and local governments for education and other matters means that many initiatives and programs will require partnerships with other levels of government to secure their active participation and support. Where national governments do not have direct jurisdiction, they may use their convening power, shared-cost partnerships, and other forms of influence to encourage positive action by other levels of government.

In virtually all cases, Sport for Development and Peace programs will involve mobilizing partnerships with a broad range of actors, including sport organizations, NGOs, the private sector, and multilateral agencies, to harness expertise, leverage resources, and coordinate capacity-building and program activity. Many of these partnerships will arise from the policy-making process itself, which should ideally involve the full range of Sport for Development and Peace stakeholders.

### **Adoption and Implementation of Sport for Development and Peace**

The process of adopting and implementing Sport for Development and Peace policies and practices will differ from country to country. The process will depend, among other factors, on the current country context, the history of the government's involvement in the issue, the existing political framework, and the government's public policy development process. While no linear, step-by-step process exists, there are four general areas of activity that most governments embark on when developing and integrating Sport for Development and Peace policies and practices into national and international agendas. These areas of activity include:

- Mobilizing government support and action;
- Policy development;
- Program design and implementation; and
- Resource mobilization, partnerships and collaboration.

The following sections highlight key considerations within each of these areas, and provide policy and program recommendations to governments, recognizing that governments will adopt those that are applicable and adapt them to their own contexts.

To ensure the relevance, quality, and effectiveness of their Sport for Development and Peace policies and programs, governments are encouraged to adopt the following key guiding principles.

## **Guiding Principles**

Governments interested in mobilizing Sport for Development and Peace purposes are invited to consider the following guiding principles, derived from the experiences of governments, commonly agreed upon development principles (such as those set out in the Paris Declaration on Aid Effectiveness<sup>1</sup>), and generally accepted best practices in policy and program development. To ensure the relevance, quality, and effectiveness of their Sport for Development and Peace policies and programs, governments are encouraged to adopt the following key guiding principles.

### **Adopt Participatory Policy and Program Development and Consultation Processes**

Policy and program development processes should engage all key stakeholder groups. These inclusive processes will help define needs, opportunities, and priorities. A learning and development focus emphasizes the need to share lessons learned with Sport for Development and Peace practitioners and policy-makers and to collect feedback from stakeholders to continuously adapt and improve policies, initiatives, processes, and relationships.

### **Apply an Evidence-Based Approach**

An evidence-based approach makes effective use of research evidence, best practice guidance, and effective consultation and evaluation mechanisms. This approach will help to identify needs, contribute to effective program and policy design, and ensure continuous improvement.

### **Adopt a Rights-Based Focus**

A rights-based focus recognizes and enforces the right of individuals to sport and play, as set out in relevant international treaties and national laws, and seeks to promote inclusion and prevent discrimination.

### **Commit To Learning and Development**

A learning and development focus emphasizes the need to share lessons learned with Sport for Development and Peace practitioners and policy-makers and to collect feedback from stakeholders to continuously adapt and improve policies, initiatives, processes, and relationships.

### **Commit To Transparency and Accountability**

A commitment of this nature can foster trust, effective partnerships, public support, and successful policies and programs.

### **Mobilizing Government Support and Action**

Raising awareness and building support among national political leaders and senior government officials are critical first steps in mobilizing government action around Sport for

Development and Peace. In some countries, participation in the SDP IWG has been the catalyst to generate this kind of support. However, in most cases, ongoing outreach and awareness-building within governments by Sport for Development and Peace proponents is required to build the cross-governmental support needed for the broad-based and integrated use of sport to advance development and peace objectives. *Governments in Action* (Toronto: SDP IWG Secretariat, 2008).

### **Policy Development**

Once there is sufficient awareness and support for Sport for Development and Peace within a government, policy development is the next step. This can be approached through two primary avenues: 1) establishing a distinct national Sport for Development and Peace policy and related legislation, programs, and investments that flow from this; and 2) integrating Sport for Development and Peace into existing national and international development and sport policies and related legislation, programs, and investments. Ideally, governments will pursue both avenues because they are mutually reinforcing. However, some governments may feel that a separate national Sport for Development and Peace policy is not appropriate to their needs. A government may choose instead to focus on integrating the use of sport into other pre-existing policies. This may involve including

Sport for Development and Peace in:

- National sport policies;
- International assistance strategies and policies;
- National poverty reduction and development strategies; and
- Other key policy frameworks (e.g., health, education, children and youth, indigenous peoples, persons with disabilities, women, settlement of migrants and refugees, and employment). Because contexts vary across countries, and within countries according to the policy objectives and target populations involved, there are no one-size-fits-all policies or approaches that governments can adopt. Each government must undertake its own consultations and analysis to determine where sport can be used effectively to achieve development objectives and how best to do this. Governments can, however, build on the lessons learned from other governments already making use of sport in this way. *Governments in Action* (Toronto:SDP IWG Secretariat, 2008).

### **Program Design and Implementation**

Sport for Development and Peace lies at the intersection of international development and sport. A well-managed and integrated approach to both is essential to ensuring quality programs with maximum impact. Sport for Development and Peace programs are most

effective when they have clear development objectives and are delivered as part of broad, integrated approaches to addressing development issues. At the national level, this means ensuring programs are integrated with other related policy and program efforts. At the local level, this means working closely with organizations and partners to ensure initiatives are locally driven, coordinated, mutually reinforcing, and that they leverage partnerships to optimize available resources. The recommendations below are based on best practices derived from existing programs and generally accepted development and programming principles — most notably the importance of supporting local ownership and capacity development.

### **Resource Mobilization, Partnerships and Collaboration**

Many governments have identified the challenge of obtaining resources to support their Sport for Development and Peace initiatives as a hurdle to be overcome. In some instances, this is due to lack of awareness of sports potential as a development tool within the government, making it difficult to access resources through regular budgetary processes. In these instances, outreach and engagement with other departments is needed to build greater support. In other cases, there is broad support for Sport for Development and Peace, but governments are faced with general resource constraints that limit the funds available. In these cases, finding ways to expand available resources and optimize their use is critical. Emphasizing the low cost of sport-based programs, and their effectiveness in preventing or reducing larger health, social, or economic costs is an important strategy.

Governments can mobilize a broad range of resources through collaborations and partnerships internally across government departments and with external partners. Success depends on each government's ability to work through the inevitable challenges that arise from differences between organizations and sectors when it comes to operating cultures, values, processes, and time frames. *Governments in Action* (Toronto: SDP IWG Secretariat, 2008).

### **Towards An Integrated Model**

An applied sport-programming model of positive youth development which incorporates Co<sup>te</sup>'s DMSP into the larger framework of positive youth development. Through the model, we suggest that successful youth sport programs: a) consider youths' physical, psychological, social, and intellectual stages of development (Co<sup>te</sup>, 1999; Co<sup>te</sup> & Hay, 2002; Co<sup>te</sup> et al., 2003), b) are conducted in appropriate settings (NRCIM, 2002) and c) foster developmental assets in youth (Benson, 1997). Further, we propose that the successful design

and implementation of these programs depends on the efforts of policy-makers, sport organizations, coaches, and parents.

First, we suggest that given increasing elitism, institutionalization, and competition in youth sport, policy-makers must assure the accessibility of youth sport programs to all youth, regardless of socio-economic status, race, culture, ethnicity, or gender. Hellison and colleagues' (Hellison, 1993; Hellison&Cutforth, 1997; Hellison et al., 2000) work in underserved communities' highlights the critical role of after school programs in promoting the positive development of all youth, particularly youth exposed to a wide range of negative influences. Second, once funding is provided; we propose that sport organizations have a responsibility to design programs that develop better people rather than simply skilled individuals. Programming must be driven by theoretical and applied research in the areas of youth sport and positive youth development, and give particular consideration to general subject matter, specific learning settings, and methods of instruction.

Programs should include more extensive coach training opportunities; through training, education, and experience, coaches can learn to teach and model the life skills and developmental assets that programs are aiming to foster in youth. Third, we suggest that coaches and parents play a critical role in determining the quality of youths' experiences and subsequent outcomes in sport. Hellison (2003) provides a framework for teaching personal and social responsibility through physical activity, which can begin to guide positive youth development coaching. He highlights the roles of integration, transfer, empowerment, and coach-athlete relationships in leading youth from irresponsibility, to respect, participation, self-direction, and caring. He also provides preliminary teaching strategies including counselling time, awareness talks, group meetings, and reflection time.

In sum, the applied sport-programming model of positive youth development proposes that if policy-makers, sport organizations, coaches, and parents are successful in developing and implementing youth sport programs that consider youths' stages of development, are conducted in appropriate settings, and foster developmental assets, youth will subsequently have positive sport experiences, and emerge as competent, confident, connected, compassionate, character-rich members of society. Most likely, these youth will also follow a path to sport expertise or recreational sport involvement.

However, the model suggests that if policy-makers, sport organizations, coaches, and parents are unsuccessful, or only partially successful in developing and implementing youth sport programs that consider youths' stages of development, are conducted in appropriate settings, and foster developmental assets, youth will experience less positive experiences in sport, and

will emerge as less competent, confident, connected, compassionate, character-rich members of society. In addition, these youth will likely dropout or burnout of sport.

### **Toward a Definition of Youth Development through Sport**

The vast majority of youth sport programs is designed to introduce participants to a specific sport or structured recreational activity that satisfies the desire for belonging, physical fitness, and fun. Although these types of programs may espouse specific values or characteristics, it has been estimated that 90% of youth sport coaches in the United States do not have formal training in coach education or youth development (Ewing et al., 1996). Without trained leadership, it is doubtful that life skills and other positive characteristics are taught in a systematic way.

In general, programs across the entire spectrum of youth sport involvement provide important activities and experiences for participants. Whether simply for fun and exercise or part of a systematic strategy to help young people acquire important skills for use in adult life, sport is an important element in the lives of millions of young people throughout the world. Some youth sport programs are designed to help participants develop assets and skills that enable them to function effectively in sport and/or other life domains. There are also programs that are structured to use sport participation as a vehicle to prevent or remediate health-compromising behaviors. A visual representation of the spectrum of youth sport programming.

### **Sport Programmers**

It appears that current trends in sport programming are moving towards institutionalization, elitism, early selection, and early specialization (Côté& Hay, 2002; De Knop, Engström, &Skirstad, 1996; Hill, 1988; Hill & Hansen, 1988). Today's sport programs are requiring higher levels of investment from earlier ages and discouraging children from participating in a diversity of activities (Ewing &Seefeldt, 1996; Hill, 1988; Hill & Hansen, 1988). However, there seems to be clear evidence suggesting that sport programs such as these may not be providing optimal environments for youth's overall physical and psychosocial development.

First, sport programmers must be careful not to focus too heavily on early specialization, as young athletes are often not physically, psychologically, socially, or cognitively ready for all that early sport specialization entails. Involvement in a diversity of activities and play during childhood appear to lead to physical competence and enjoyment (Côté& Hay, 2002; Côté& Fraser-Thomas, 2007; Kirk, 2005), which leads to continued motivation for sport

participation. Sport organizations may soon need to restrict hours of training based on age, to facilitate children's overall healthy development (Weirisma, 2000).

Second, in recent years there has been a resurfacing of youth sport talent identification in some countries. To date, there is little evidence that talent identification is the "key" to talent development. Recent research indicates that play and sampling during childhood, and deliberate practice, commitment, desire, willingness to work hard, and good coaching during adolescence are more pervasive predictors of expertise. These traits are built throughout a young athletes' career, not identified in childhood. As such, the role of the increasingly popular national training centers for youth in developed nations should be re-examined, particularly given current research on children's psychological readiness for competition and subsequent motivation for sport participation.

Finally, in recent years sport programs have become increasingly elitist and institutionalized (De Knop et al., 1996). Studies in developed nations generally indicate that elite athletes come from middle or upper class families. Developed nations must take steps (e.g. create policies and programs) to assure that all youth have the opportunity to engage in sports and to develop their talent to its potential. Providing opportunities to all children to participate in various informal and organized recreational sports should be the focus of sport programmers. In order to achieve this, funding efforts must make a shift back to grassroots levels rather than focusing only on elite levels.

In sum, the ultimate goal of youth sport programs should be to nurture children's intrinsic motivation for sport. Programs that focus on deliberate play activities and the sampling of various sports, can eventually promote the development of self-regulation, decision-making skills, and feelings of competence in children. These important skills and feelings are key to the development of future self-determined expert and recreational athletes.

It has been recently suggested that youth sport has the potential to accomplish three important objectives in children's development (Côté & Fraser-Thomas, 2007). First, sport programs can provide youth with opportunities to be physically active, which in turn can lead to improved physical health. Second, youth sport programs have long been considered important to youth's psychosocial development, providing opportunities to learn important life skills such as cooperation, discipline, leadership, and self-control. Third, youth sport programs are critical for the learning of motor skills; these motor skills serve as a foundation for future national sport stars and recreational adult sport participants.

Specifically, youth sport programs should lead to physical health, psychosocial development, and lifelong recreational or elite sport participation. In a recent paper (Fraser-Thomas, Côté, & Deakin, 2005) an applied sport programming model of positive youth development was proposed, highlighting the vital role of sport organizations in designing programs that develop healthier, more psychosocially competent people, rather than simply skilled individuals. The model proposed the critical role of coaches in implementing programs on a day-to-day basis, and of parents, in supporting their child throughout their involvement in sport programs; it also highlighted the role of policy makers in assuring the accessibility of youth sport programs to all youth, regardless of socio-economic status, race, culture, ethnicity, or gender.

### **2.1.3 Program Implementation and Approach**

As detailed in the Literature Review, organizational approach can be related to various characteristics such as collaborative efforts, centralization and hierarchical structures (Lindsey & Banda, 2010; Lindsey & Grattan, 2012).

#### **Elements of Successful Sports Development Programmes**

A number of researchers (e.g. Eccles and Gootman, 2002; Hellison and Walsh, 2002; Petitpas et al., 2004; Sandford et al., 2006; Smith and Waddington, 2004) have studied youth sport and recreation settings purported to promote positive development. Although the programmes vary in terms of their goals, participants, sport activities, and political and geographic contexts, programmes that have had success as change agents share two common features: (1) an emphasis on relationships and relationship building; and (2) a positive experience. These elements are present in successful programmes of all kinds – sport for social inclusion, sport as diversion, and sport as a hook. However, the way that each of these elements is provided varies dramatically and must be tailored to the programme's goals and targeted participants to have a clear developmental orientation.

#### **Relationships and Relationship Building**

Relationships are at the core of participants' experience of the sport programme. Participants come into contact with adult programme leaders, coaches, mentors, and other specialists as part of their programme experience. When participants characterize their relationship with adults associated with the programme in terms of support and trust, the relationships facilitate positive outcomes for participants (Petitpas et al., 2004). Further, adults must be perceived to have relevant knowledge and expertise without being seen as an authority figure (Smith and Waddington, 2004). In fact, the most powerful adult-participant relationships are those in which the adult is able to empower the participant to take ownership of the programme,

embracing the intended goals and processes of the programme. This is the biggest challenge for many adult programme leaders. It requires adults to support participants in planning and decision making without imposing their own views.

Chalip et al. (1996) describe one such programme in New Zealand. Adolescents were invited to form a committee to plan, organize, and administer the local recreation club. Thirty to forty teens served on the committee at any one time. Seven adults also served on the committee. The adults provided guidance and expertise to the group, but left the teens to determine the programming, policies, and other managerial issues. Adults helped teens to learn the requisite skills to effectively manage their own programme. The programme was a huge success; the community gained a programme that was attractive to teens, especially teens not well-served by more traditional sport clubs and did so at very low cost since the teens supplied the labour. The authors supplied five recommendations to adult programme administrators hoping to develop positive relationships with teens: (1) be willing to share power with teens; (2) maximize opportunities for participants to take on meaningful, adult-like roles and responsibilities; (3) design programmes to be congruent with teens' reasons for participating; (4) have realistic expectations; and (5) show confidence in participants' ability to succeed. These suggestions are far from revolutionary, but result in a programme that looks very different from traditional adult-centred sport programmes with their well-prescribed outcomes.

Indeed most sport programmes are coach/manager-centred. Coaches do the planning, make the decisions, and tend to be rather authoritarian in their administrative style (Penman et al., 1974). It has been argued that authoritarian settings can actually inhibit the social and moral development of participants (Theodoulides and Armour, 2001), largely because participants do not build twoway relationships with coaches or programme leaders. Rather, they are socialized to 'do what the coach says' and never fully engage with any problem solving, decisionmaking, or social responsibility. The coach, then, is a pivotal element in sport programmes, particularly sport for social inclusion programmes in which participants' relationships with adults are largely limited to player-coach relationships.

Diversion programmes do not necessarily have the same focus on sport performance as do programmes reliant entirely on sport. Remember, the key objective of diversion programmes is to divert participants from a time or place when they would be engaged in risky or socially deviant behaviours such as drug use, teen sex, and criminal activity. The relationships that participants develop with adult programme leaders in diversionary programmes are critical to the success of these programmes. Like coaches, effective programme leaders should have a

high degree of relevant knowledge and skill, but should not be seen as authority figures (Smith and Waddington, 2004). Often, however, adults are volunteers who are drawn to the mission of the programme. They do not necessarily have the appropriate expertise. Davis and Dawson (1996) conclude that programme leaders need more than a quick education about the social concerns of participants; programme leaders should be specialists able to handle the issues with confidence.

Participants in diversion programmes interact and build relationships with a variety of adults in the programme, not just a coach. Adults may take on different roles within the programme (e.g. mentor, coach, teacher, counselor). Regardless of role, it is important that adults are supportive and respectful of participants and that they are a consistent presence for participants. Adults must invest in one on- one relationship with participants. After all, trust does not come quickly to the disaffected youth expected to participate in diversion programmes.

The same is true for programmes that use sport to attract participants in order to provide more active interventions – developing life skills, conflict management skills, emotional maturity, etc. It is easy for adults to fall into the trap of explicitly attempting to create better people, but participants sense this as judgments rather than support. Instead, programme personnel should be focused on assisting participants to learn the skills necessary to make more healthy choices, not by telling them (this is a key complaint about school teachers made by disaffected youth), but by providing them a warm, close, caring relationship. The relationship provides a safe context for participants to discuss issues and seek guidance that is available, appropriate, and predictable (Mahoney et al., 2004). For many disaffected and at-risk youth, this may be their first supportive, caring relationship with an adult (Sandford et al., 2006).

### **Implementation Concerns**

Success in implementing the program is likely to be enhanced by gaining support from everyone who is in a position to influence the operations of the program, from site administrative personnel to the security guards and custodians who have the keys to locked activity rooms. Planning sport-based youth development programs is the recruitment and training of the individuals who deliver the program to the participants. Whether it is parents of participants, youth sport coaches in a program like Coach Effectiveness Training (Smith & Smoll, 2002), or academic coaches in the Play It Smart (Petitpas et al., 2004) program, individuals who work directly with young people in sport-based activities are likely the key factor in achieving the youth development goals of the program (Petitpas & Champagne, 2000). Therefore, beyond the criminal checks and other regulations mandated by various state

and federal agencies, individuals selected to provide services should be screened carefully, indoctrinated with the program philosophy, and trained in both the content of the program and strategies to deliver it. At a minimum, service providers should have a baseline understanding of sport and possess appropriate interpersonal and communication skills.

### **Change Implementation Matters**

Sport has been treated as if it were a unitary experience. That is, all sport is seen as the same; it is assumed to provide the same benefits to all participants no matter the programme or context. Yet we know that sports vary dramatically. Even traditional programmes offering the same sport differ as a function of their rewards and expectations. Seemingly simple things can make a substantial difference in the impacts that the sport experience can have. For example, McCormack and Chalip (1988) found that athletes are more likely to take lessons away from sport if their coach seems to enjoy coaching than if he or she treats coaching merely as a job. In other words, something as subtle as the coach's demeanour moderates the effect that a sport experience has on the attitudes and values of participants. Thus, it is not sport, per se, that causes change. It is the experience as a function of implementation and an individual's interpretation of that experience which makes the difference. We do not yet know enough about the full range of factors that determine the effects that sport can have, but it is clear that the effects of sport depend on the experiences that it provides, and those experiences depend on variations in the ways that sport is implemented. In other words, the effects of sport are not inherent in sport, but are due to what sport enables or hampers. These outcomes are directly related to programme elements.

### **Supervision and Continuing Education**

Allocating sufficient time and resources to selection and training can go a long way to ensure that the program will be delivered as intended, but it is unrealistic to assume that service providers will be able to implement program goals unless there is a system of supervision and support in place to help them deal with day-to-day issues and their own concerns. This assumption is particularly relevant for national multisite programs that maintain involvement with participants for at least the nine months (Catalano et al., 2002). Program planners need to consider strategies to ensure regular communication with service providers and develop the supervisory infrastructure necessary to provide sufficient support, troubleshooting, evaluation, and continuing education to service providers.

### **Effective Implementation**

The best conceived project will not amount to much if it is poorly implemented. The literature identifies a number of features that contribute to effective implementation: Adhere

to a clear mission. Organizations that deliver high-quality, high impact programs have a sharply defined sense of purpose, one that finds its expression in the ready ability of its staff and volunteers to articulate the goals of the organization and each individual's specific role in accomplishing those goals. A high performance organization is easily recognized – one can feel the positive energy, staffs are “on message” and walk the talk with confidence. Undertake measurement for the sake of learning and improvement. Organizations that perform well are constantly improving. That improvement comes through innovation and learning, which in turn is predicated on constant tracking, monitoring and evaluation of performance. Measurement is used to find out what works, and change what does not work.

### **Strengthen Organizational Capacity**

The emphasis on constant learning involves investment in staff and volunteers, through training and professional development, and through effective management support and supervision. It also requires creating the time for learning to occur, and developing the capacity and securing the resources for proper evaluation to be undertaken. Build partnerships and collaborations. In many instances, the mix of resources and expertise required to advance the development of youth depends on the involvement of a range of stakeholders, from specialized social services to employers in the community. However, in addition to attracting resources, mobilizing a broad spectrum of stakeholders results in a heightened community sense of what may be possible to achieve, which itself can be self-fulfilling. Finally, creating linkages and networks enhances the social capital of a community, making possible more systemic strategies, such as comprehensive, integrated programs or broad coalitions advocating for changes in government policies.

### **Rely on Schools**

The most important institution in the lives of youth is their school, making it an essential access point for reaching youth. Conducting outreach through schools, engaging schools as partners, consulting with and involving principals and teachers, and locating programs in schools, are all ways to take advantage of the seminal position that schools occupy. But community agencies are not the only ones to benefit from such partnerships – schools which serve as access points for other services benefit from this enrichment of activities, and find that the better their communities are served in this way, the easier it is for schools to fulfill their roles as centers of education and as important institutions in the lives of their students and their families.

## **Recognize the Diversity of Youth**

Youth are a heterogeneous population and programs for youth must be cognizant of this diversity. In some instances, this means segmented programs, having regard to age or gender (notably female only, either to increase the participation of girls in physical activities or to create “safe” zones where they can discuss issues of relevance to them). It may also include outreach strategies to attract certain youth populations, as well as proper training for staff to ensure that programs are culturally sensitive. Reduce barriers. Programs are of little use if they are not accessed by their target populations. Locations and times that are convenient to participants, charging minimal or no fee, and space that are youth appropriate, are primary considerations when it comes to offering programs or services to youth.

## **Appropriateness**

The events that define youth sports programs are games and practices. These events must be suitable to the age and ability levels of the participants in order to create a fun, positive atmosphere. Youth sports, —organized and operated with the children’s best interests at heart, can offer some of the most delightful and memorable experiences of childhood (Bigelow, Moroney, and Hall 2001, 3). In addition, appropriately suitable events speak to such interests.

The structuring of youth sports events should be based on the following practical ideal type standards: the maximization of participation (especially that of younger participants), the enhancement of players’ development, and the facilitation of sports as an enjoyable experience (Bicking 2007). These criteria were defined to accommodate for the two different development stages that children go through. First, there is the stage at which players are motivated by both fun and social factors and second there is the more complex stage at which players make more intelligent decisions regarding their own involvement in the sports of their choice (Bicking2007).

The common theme here is that kids want to have fun. Youth sports programs must facilitate that want. This can easily be accomplished through the above program specialization model and by following the guidelines identified in the literature.

The challenge for policy-makers, sport organizations, coaches, and parents is to assure that youths’ experiences and outcomes are positive rather than negative. Youth participation in an activity does not automatically assure the acquisition particular habits and dispositions.

## **Features of Settings and Developmental Assets**

The NRCIM (2002) have outlined eight features of settings that are most likely to foster positive assets in youth, all of which should be considered by policy-makers, sport organizations, parents, and coaches when designing and implementing youth sport programs. First, the NRCIM suggest that essential to any setting aimed at promoting positive youth development is physical and psychological safety and security. While children's physical safety is often a concern in sport settings, children's psychological and emotional sense of safety and security must not be overlooked.

If programs are implemented inappropriately, sport environments can often be intimidating or even frightening to youth. Second, settings must provide clear and consistent (age-appropriate) structure, and appropriate adult supervision. All too often in youth sport settings, coaches are volunteers with insufficient knowledge of youths' developmental capabilities. Supportive adult relationships (with parents and coaches) and opportunities to belong comprise the third and fourth setting features. Again, these relationships and opportunities must be worked towards rather than assumed to occur. While one would assume youth sport programs would facilitate positive social norms (the fifth setting feature), much research continues to indicate that many programs promote masculinity, aggression, and competition (Fraser-Thomas et al., 1987). Sixth, the NRCIM suggest that settings support youths' efficacy and sense of mattering.

More specifically, youth sport programs must be child-centered, and promote empowerment, autonomy, and opportunities to experience challenge. Sport is often recognized for providing skill-building opportunities (the seventh setting feature), but again, this occurs only through developmentally appropriate program designs and coaching. Finally, programs that integrate family, school, and community create optimal environments for positive youth development, as this integration creates opportunities for meaningful communication between different settings in youths' lives.

### **An Asset-Based Approach**

Adopting an asset-based approach has several important consequences when formulating strategies for supporting youth: From one issue to a holistic approach. Moving from "fixing" a singular problem in a young person, to helping a youth develop his or her capabilities means broadening the scope of issues to be addressed, including, for example, emotional, social, educational and physical development. It means moving from a narrow focus on one aspect of a youth to dealing with the youth as a whole. From one youth or a category of youth

to all youth. Not singling out one youth or a category of youth requiring attention means considering the development of all youth.

Youth as active agents in the solution. If youth are themselves assets, then they are a necessary part of the solution, requiring their input and active participation in the planning, design and implementation of programs. Supporting the capacity of youth to play their part. Engaging youth in the design and implementation of programs requires developing their capacity to take on such roles. Training that allows youth to participate in a meaningful way both enhances their skills and contributes to programs that are effective and relevant to their needs and aspirations.

### **PYD Programmes Are Universal**

All young people, regardless of their background, need to grow up in safe environments, have strong, supportive relationships, and be able to access opportunities to learn new knowledge and skills. PYD programmes are universally applicable: at their core, they promote *all* young people's healthy progression through adolescence and into adulthood. Rather than focus on what keeps some young people from meeting their developmental milestones, PYD programmes focus on what all young people need— both from themselves and from others— in order to reach their full potential. Pragmatism, rather than philosophy, often prevents PYD programmes from being targeted at *all* young people. Indeed, because youth-serving programmes typically operate in resource constrained environments (Pitman et. Al 2000), many PYD programmes work with young people who lack access to the critical developmental inputs.

### **PYD Programmes Are Structured**

Structure refers to the design of the programme as a whole, and the extent to which it is informed by an understanding of adolescents' developmental trajectory. 'Developmentally appropriate structure' is commonly referenced in the youth development literature (Roth and Brooks-Gunn 1998, Catalano et al. 2004). Structure does not mean a set of institutional arrangements for the provision of youth services, nor does it mean 'structured-activities'. Benson and Saito (in PPV, 2000) explain that the youth development field "incorporates a range of programmes from those that are highly structured, often in the form of curriculum with step-by-step guide-lines, to those that may have a looser structure but incorporate a clear focus on one or more youth development activities (.e.g. service learning)." As Roth and Brooks-Gun (1998) explain "Youth development programs are developmentally appropriate programs designed to prepare adolescents for productive adulthood by providing

opportunities and supports to help them gain the competencies and knowledge needed to meet the increasing challenges they will face as they mature.”

Youth development activities need not have a prescriptive, internal structure, but they should be part of a coherent programmatic framework. Durlak and Weissberg (2007) encapsulate this understanding of structure when they tell us that after-school programs should be ‘SAFE’, that is: “sequenced, active, focused and explicit.” For a programme to possess a developmentally appropriate structure it must take into account young peoples’ increasing knowledge base and skill set, and challenge young people to broaden their experiences and aspirations. In other words, PYD programmes must understand the dynamic process of adolescent development and align their expectations, activities, and program space accordingly.

### **2.1.4 Monitoring and Evaluation**

A developmental approach suggests that regular monitoring should run in conjunction with impact which is also scheduled to take place during different phases of programme development.

Another critical criteria considered in this analysis was the monitoring and evaluation techniques employed. Coalter (2002) in an effort to promote professionalism and high administrative standards, the foundation kept meticulous records and documentation of all programs including funding proposals, plans, attendance records, progress reports, personnel files, photographs, coaching evaluations and final program reports. This type of record-keeping is essential in youth sport program of soccer projects. These records allowed the administrators to track program activities, individual progress and changes in order to effectively evaluate all projects and make necessary modifications.

Monitoring and evaluation are essential components of the process of successful management and delivery of all sports development programmes and is central to ensuring accountability to funders and partners. They are also central to the ongoing process of monitoring and adjustment which is central to managing for outcomes– achieving the desired objectives of the programme. More generally, robust monitoring and evaluation can contribute to the accumulation of knowledge about ‘best practice’, leading to an increase in the effectiveness of sports development work. Consequently, monitoring and evaluation should not be regarded as an ‘add on’, or an underfunded afterthought, but as an integral part of the project. Therefore, any bid for funding can legitimately include an element to enable such work to be undertaken to the highest professional standards (Coalter, 2002).

## **Organizational/Process Outcomes**

An important set of objectives – though not always recognized as such – relates to the need to influence partner organizations. Sports development programmes usually depend on partnerships and cooperation with other organizations. For example, in certain cases, development officers may act mainly as ‘brokers’, ensuring access to a range of existing programmes and facilities or persuading certain organizations to extend their provision. In fact, the involvement of such organizations and the integration of sport into their policies may be a major objective of a programme. Consequently, the success of programmes in extending sporting inclusion and their longer-term sustainability often depends on achieving such organizational, or ‘process’, outcomes.

### **2.1.5 Sustainability Factors**

Engaging businesses, local businesses in particular, can help to build support and capacity and increase the sustainability of local and national sport for development. Programs are adapted to be culturally appropriate, needs-based and controlled by the community for sustainability, identification of success and change-related manifestations. The partnership approaches as well as the decentralization methods used contributed to the sustainability of its projects. A participatory approach allowed for increased youth engagement in ongoing activities and was a pillar to building quality sport for development programs (Nicholls, 2009; Swiss Academy for Development [SAD], 2010).

Enabling all stakeholders to meaningfully contribute to the implementation, needs-based service delivery, sustainability and success of programmes or interventions require more than mere contractual agreements of intended collaboration. A participatory approach allowed for increased youth engagement in ongoing activities and was a pillar to building quality sport for development programs (Nicholls, 2009; Swiss Academy for Development [SAD], 2010). Another factor which contributed to the sustainability of the organization was the attendance measurement methods, which allowed for continual records of the attendance and flow of children in and out of the programs. Continual addition of participants allowed the program to constantly regenerate participants and sustain itself. Additionally, the employment of trained coaches from the vocational training program contributed to the sustainability of the program in the form of qualified, competent human resource to continually implement the activities as well as be able to move up the coaching hierarchy and to train other trainers.

## **2.1.6 Government Role**

### ***Government Involvement in Sport for Youth***

Canada has always ranked low in international competitive sports, save that of winter games. The main weaknesses of Canada's Olympic teams have mainly been accepted as its relatively shallow pool of young elite athletes. With no deep rooted traditions of government support, the only role models for young athletes to aspire to are those who go against all odds, such as the bronze medalist women's soccer team. The same holds true for the FIFA World cup, where Canada places far below where a country of its stature should rank. In October 2012 Canada's men's team ranked just slightly ahead of Armenia, Nigeria and Guinea, but behind soccer power houses like Haiti and Iran. With the lack of development and competition at an early age, there seems to be a tendency for most Canadian sports to be more interested in picking winners. Although much attention is given to national organizations on how hard they work to develop their sport, in reality this is more of a theoretical effort than any real practical help. Most children see their first development in sport at a community club and developmental club school program level. In most cases, level entry is often at the community club where parents register and begin their child's sport experience. As the child advances, they often try out and are tiered in various sport development clubs. It is usually only the more skilled children who move up to the higher levels, although there still is a degree of developmental philosophy earlier on.

In 1996 the German Soccer Federation came to the realization that their soccer sports program was in need of a serious reorganization. With very little domestic talent coming up through the ranks, the national team was in dire need of players who could compete internationally, and more importantly, were German citizens who could play for the national team. By 1999, a new three point system was put into place where one hundred and twenty one national centers were built, their focus to be concentrated on the 10 – 17 year olds in Germany. The second step saw two full time paid coaches added to each center, who would work with the youths and get them involved in the soccer program. The last step was a mandate that all professional clubs were to add a youth component or academe to their respective program. The end result has been one of the youngest and most dynamic soccer programs in existence today.

The German National Soccer Team has the youngest team of players in the world and always place near to or at the top of all rankings. The interest in youth sport has grown tremendously, as home grown talent is a far bigger draw than unknown outsider athletes. More importantly, youth are once again being given new facilities to play in and are not relying on a diminished

volunteer base, but rather on paid full time coaches. Young German soccer players feel there is now a real prospect of making it on to a strong professional team, or even the National team. With youth once again engaged in sport, health and justice issues can be addressed by youth given the opportunity to spend time at a new sports facility, with professional staff, as compared to youth looking for activities and potentially finding their way into negative situations.

This model, though not entirely applicable to Canada's situation, supports the notion that when a strong central body makes a radical change and puts real dollars behind it, the outcome is very positive. Simply put, Canada must look at developing a child centered strategy, where children as young as 4 and 5 are encouraged to become active. These programs should not be treated as a curiosity or mere low level activity, but the national sports organizations should have to spend a large percentage of their budget ensuring that families are aware of the benefits of early childhood physical activity. Just like in Germany, Canadians need access to proper coaching for their children, and not the current system that allows anyone to coach, so long as they volunteer. Focusing tax dollars on child centered sports must become a reality, as the era of relying on volunteers no longer exists today.

Canadian sports organizations wait for a star to raise and then claim them as their own, lavishing time and money on them. This attitude of "picking the winner" has proven to fail, as not enough talent is being developed at the younger ages, causing so few stars to rise. The pool of young athletes must be enlarged to include all children in Canada, for every child has a gift or talent in some sport or activity. If an ounce of prevention equals a pound of cure, then it is about time Canadians take child centered sport activities seriously. Healthy living, proper eating, a clean lifestyle, and athletic development at an early age are all factors in reducing high obesity rates, diabetes rates, and youth crime rates in Canadians, as well as developing elite competitors. In order for this to be made possible, there must be a change in culture and youth sport programs by the Canadian and provincial government.

The government of Botswana funds sports development through annual grants to the BNSC. Government's subvention to the BNSC has increased from P10, 500 (approx. \$2,200) in 1975/76 to P9, 000,000 (approx. \$1.9 million) in the 1997/98 financial years (Kgathi, 1997). In view of the chronic shortage of modern sports facilities in the country, the government has embarked on construction of integrated sports facilities at major district headquarters, sub-districts and urban centres. Recently, the government earmarked P125 million for the construction of five stadiums and other sports facilities in different parts of the country (Kgathi, 1999). However, sport facilities in the country are widely judged to be inadequate. A

recent confirmation of the government's commitment towards sports development is the fact that in 1998 the Botswana parliament established a commission to investigate factors accounting for the poor performances of its national teams in international sport competitions (Mokgwathi, 1999). The report of the commission is under consideration by the government and its implementation will hopefully address the problems of youth sports development.

### **2.1.7 Benefit of Youth Sport Program**

Sports play a positive role in the lives of people of all ages. Most often, individuals are introduced to sports at a very young age; thus, millions of children play sports and participate in youth sports programs in the United States each year. With over 48 million eligible participants each year, youth sports programs should utilize the most effective practices possible in order to safely and positively shape the future of America's youth through sports (Seefeldt and Ewing 1997, 2). The greatest concern for youth sports programs is the safety of children, and the best practices for youth sports should be to maximize the safety of children in a fun environment, since sports have the unique ability to promote a long-term healthy lifestyle. Efficiently run youth sports programs are able to more positively impact the lives of children than are less efficient programs because the former are able to better control the variables that would otherwise negatively affect such programs.

#### **Enhancing Psychosocial and Personal Development through Sport**

With over 40 million young people between the ages of 6 to 18 participating in organized sport in the United States alone, it is not surprising that many people believe that sport participation teaches skills and attitudes that are important for adult life (Smith & Smoll, 2002). Historically, the belief that sports provides training for life can be traced to early Greek and Mayan cultures and also formed the primary argument in proposals to include athletics and physical education in United States school curricula in the early 1900s (Danish et al., 1990). It was not until the 1970s that this belief began to be called into question with some regularity by psychologists and sport scientists who suggested that the emphasis on winning at all costs was having a detrimental effect on young participants' psychosocial development (Martens, 1987; Ogilvie & Tutko, 1971; Orlick & Botterill, 1975). Questions were raised about overbearing parents, questionable coaching tactics, losses in self-esteem, and high youth sport dropout rates, to name just four areas of concern (Danish et al., 1990). The brewing controversy over the value of sport participation led eventually to a body of literature about these issues.

Unfortunately, reviews of research concerning the relationship between sport participation and the acquisition of life skills and positive characteristics revealed inconsistent findings and, at best, can only provide lukewarm support for the value of sport in youth development (e.g., Bloom, 2000; Eccles & Barber, 1999; Ewing, Gano-Overway, Branta, & Seefeldt, 2002). The inconsistent results may be due to the small number of programs that teach life and sport skills in a systematic manner and because the vast majority of adults who facilitate youth sport programs have no formal training in coach education or youth development (Ewing, Seefeldt, & Brown, 1996). Furthermore, most studies in the area are limited by their use of correlational designs and fail to address the possibility that students who mature at a faster rate physically or who have higher levels of motivation to succeed may select sport as a natural proving ground of their abilities.

In conclusion, there are very few programs that teach life and sport skills in a systematic manner.

### **2.1.8 Challenges and Problems In youth Sport Program**

In fact, sport that is overly focused on competition and winning at all costs, or that fails to place the healthy development of children and youth at the centre of the experience, can create negative experiences.

#### **Limitations of Sport to Child and Youth Development**

Well-designed sport-based programs focused on healthy development, integrated with other community level interventions, and involving parents, teachers and peers, can positively affect the lives of children and youth. Participation in sport activities alone, however, will not necessarily deliver the benefits outlined above. These experiences can also undermine young people's self-esteem, involve them in negative relationships, encourage poor sportsmanship, foster poor body image and unhealthy eating behaviour, permit aggression and violence, allow racism, perpetuate gender discrimination, or expose them to psychological, sexual and commercial exploitation and abuse. The selection and development of coaches and teachers is therefore one of the most important factors in ensuring that programs offer a positive development experience for children and youth.

#### **Factors Contribute To Positive and Negative Experiences and Outcomes in Youth Sport**

Bronfenbrenner's (1999) operational model of development provides a framework to facilitate understanding of youths' activities and the contexts within which their activities take place. His propositions suggest that for effective development to occur, a) a person must

engage in activities, b) activities must take place ‘on a fairly regular basis, over an extended period of time,’ c) activities must take place over a long enough period of time to become ‘increasingly more complex,’ and d) activities must involve long-term reciprocal relationships. Thus, the Bioecological

Model emphasizes the importance of the nature and context of youths’ activities (such as sport) in youths’ development. In examining past literature, two contextual factors have consistently surfaced as contributing to positive and negative outcomes and experiences in youth sport: program design (e.g. early diversification versus specialization) and adult influence (parents and coaches).

### **Program Design**

While a limited body of literature has examined youth sport program designs, recent literature has begun to look at programs’ promotion of early specialization or early diversification. Specialization has been defined as the ‘limiting of participation to one sport that is practiced, trained for, and competed in on a year-round basis’ (Hill & Hansen, 1988, p. 76). Recently, early specialization has become popular, as children are starting their sport participation at earlier ages (Ewing & Seefeldt, 1996), and the availability of sports camps, instructional clinics, and other offseason programs is increasing (Hill & Simons, 1989). For these same reasons, early diversification (more diverse early sport experiences) is becoming less common among youth. This literature confirms that the context (design) of youths’ sport programs can play a significant role in youths’ sport experiences and outcomes. It is therefore not surprising that a second factor consistently associated with youths’ positive and negative outcomes through sport is the role that adults play in youths’ sport experiences.

### **Parental Influences**

In order for effective development to occur, youth must experience long-term reciprocal relationships with others, such as parents, coaches, and peers. Clearly, parent behaviors and parenting styles can have both positive and negative influence on children’s sport experiences. Numerous studies have found that children who perceive more positive interactions, support, and encouragement, and less pressure from parents, experience more sport enjoyment, show more preference for challenge, and display more intrinsic motivation than other children (Scanlan & Lewthwaite, 1986; Brustad & Weigand, 1989, as cited by Brustad, 1992). In addition, positive parental influence has been associated with greater attraction to sport and physical activity, and higher levels of sport involvement (Weitzer, 1989; Brustad, 1993, 1996). Finally, it has been suggested that parents often play a role in children’s paths to early specialization (associated with less positive sport outcomes and

experiences) by funding their involvement in camps, clinics, and lessons, and by providing sport-specific facilities in the home (Hill & Hansen, 1988).

### **Coach Influence**

Clearly, coach's behaviors and coaching styles can have both positive and negative influence on children's sport experiences. Numerous studies have highlighted the role the coach can play in positively or negatively influencing youths' sport experience. Smith, Smoll, and Curtis (1978) were among the first to examine youth coaches' behaviours. They found that the best liked coaches were those who demonstrated more technical instructional, reinforcement, and mistake contingent reinforcement behaviours. In a more recent intervention study, Smoll et al. (1993) found that coaches who were trained to increase reinforcement and technical instruction behaviours, and to decrease nonreinforcement, punishment, and control behaviours were better liked, created an atmosphere that athletes perceived as more fun, and created more team unity than untrained coaches. Other studies (Salminen&Liukkonen; 1996; Martin et al., 1999) have found that youth prefer coaches who demonstrate child-involved democratic coaching styles.

## **CHAPTRE THREE**

### **RESEARCH DESIGN AND METHOD**

#### **3.1 Research design**

For the purpose of this investigation both the qualitative and quantitative methods of inquiry were employed. The method designed to conduct this research is descriptive survey. The rationality of selecting this type of research design includes the following reasons. Descriptive research describes the current information about implementation and challenges of youth soccer projects; secondly, descriptive research is also a process of collecting information in order to answer questions concerning implementation and challenges, in order to identify the major problems, draw conclude based on the findings and suggest recommendations. Moreover, descriptive research is a fact finding study with adequate and accurate interpretation of the finding. The attributes of descriptive research make harmony with the purpose of the study.

#### **3.2 TYPES OF DATA**

Both primary and secondary data were used for the study.

#### **3.3 SOURCE OF DATA**

- The sources of data for the research were primary and secondary sources. The primary sources of data were gathered through questionnaire from administrative personnel, coaches, sub city sport officers, parents, and trainees. Interviews were made with officers in youth sport program at Addis Ababa Sport Commission level. Whereas, secondary sources of data were collected from relevant documents/planed documents and check- list.

#### **3.4 SAMPLING TECHNIQUES AND SIZE**

The sampling technique chosen by the researchers was non-probable random sampling. The researcher selected four sub cities of Addis Ababa youth soccer projects in order to take the following samples; 4 coaches, 4 administrative personnel, 12 parents, 4 sub city sport officers and 40 trainees were included under the study as a source of data.

### 3.5 INSTRUMENT OF DATA COLLECTION

- Quantitative and qualitative data collections were used in the study. The data were collected by using questionnaires, interview, and check-list and document analysis as well.
  - A. The questionnaires were designed and prepared in English and then translated into Amharic language to collect data from administration personnel, sport officers, parents, coaches and trainee.
  - B. Interview
    - ✚ The interview was designed and prepared in English and then translated into Amharic language. Furthermore, semi-structured type of interview was employed in the study to collect data from the representatives of the stakeholders.
  - C. Check-list is important to assess the infrastructures and office.
  - D. Document analysis
    - ✚ Document review or analysis enabled the researcher to observe the subject of the study in their natural setting and to obtain more accurate, valid and reliable information. Based on this fact, the researcher reviewed the five years of plan document.

### 3.6 METHODS OF DATA ANALYSIS

The result of data collected through questionnaire, document analysis, and interview were interpreted using percentage, count and descriptive statements.

### 3.7 PROCEDURE OF INFORMATION COLLECTION

- To gather the necessary data, the researcher was following the designed procedures.

During the field work activities, the first contacted person was sport commission of the youth sport programmer/ experts in order to have common understanding on the purpose of the study and establish smooth relationship with the school communities. The objectives of the study were explained to all of the respondents in the selected areas. Before using any instruments, brief explanations were provided by the researcher and assigned persons to the respondents in order to ensure the clarity and transparency. Then after, the prepared questionnaires were distributed and decisions were made regarding the time for collecting questionnaires and to realize whether they were done through mutual discussion between the researcher and the respondents.

- The interview was conducted with all selected participants so that they make the conversation friendly. By a few outline questions, intensive interview was held to encourage them to raise further issues in the process of communication.

### **3.8 INFORMATION ANALYSIS PROCEDURES**

- In the assessment, both qualitative and quantitative methods were used as sources through different instruments.
- The quantitative information obtained from questionnaire analysis was analyzed using percentages and qualitative information was organized so as to get meaningful information.

## CHAPTER FOUR

### 4. Data presentation, Analyses and Interpretation

This part of the study deals with presenting, analyzing and discussing the data collocated through questionnaires, Interview, document analyses and observation from sources. Furthermore, the main findings of the study are presented with the help of tables followed by descriptive statements for analysis.

#### 4.1 Background Information of the administrative personnel, coaches, trainees, and parents

**Table A : Sex, age and age category of the trainees**

<u>NO</u>	Item	Respondents	
		Trainees	
<u>NO</u>		%	
1	<b>Sex</b>		
	M	40	100
	F		
	Total	40	100
2	<b>Age</b>		
	10		
	11		
	12		
	13	5	12.5
	14	26	65
	15	8	20
	16	1	2.5
	17		
	18		
	19		
	Total	40	100

According to Table A, 100 % of respondents were males. Regarding to training age of respondents, 12.5%, 65%,20% and2.5% of the athletes were found in the year13year,14 year ,15and above 16 years respectively. Most of them are found in the year between 14-15 years.

Table B: age, sex, work experience and qualification

Item	Respondents									
	Administrative personnel		Officers		coaches		Parents		Total	
	<u>NO</u>	%	<u>NO</u>	%	<u>NO</u>	%	<u>NO</u>	%	<u>NO</u>	%
<b>Age</b>										
20-25	1	25					1		2	
26-30			1		1	25			2	
31-35	2	50			2	50	7		11	
36-40	1	25	3		1	25	4		9	
<b>Total</b>	4	100	4	100	4	100	12		24	
<b>sex</b>										
M										
<b>Total</b>										
<b>work experience</b>										
1-3 years										
4-5years	1	25	1	25					2	
6-10years	1	25	2	50					3	
11 &Above	2	50	1	25					3	
<b>Total</b>	4	100	4	100					8	100
<b>Qualification</b>										
Certificate										
Diploma										
BA & Above	4	100	4	100					8	
Others										
<b>Total</b>	100	100	100	100					16	100

## 4.2 Program Administration & Organization

Table 1: Responses of Administrative Personnel, Officers & coaches interms of youth sport programs

No	Item	Respondents							
		Administrative Personnel		Officers		coaches		Total	
		No	%	No	%	No	%	No	%
1	Think about the written philosophy or a mission statement of youth sport program of soccer project. Indicate how much you agree or disagree with each of the following statements.Does it address;								
	Adequate participation in practices and contests with no discrimination based on ability, gender, sex.								
	Strongly agree	1	25			2	50	3	25
	Agree	3	75	3	75	1	25	7	58.3
	Disagree			1	25			1	8.3
	Strongly disagree					1	25	1	8.3
	Total	4	100	4	100	4	100	12	100
2	Development of fair play, teamwork and sportsmanship	No	%	No	%	No	%	No	No
	Strongly agree	1	25			2	50	3	25
	Agree	2	50	4	100	2	50	8	66.6
	Disagree	1	25					1	8.3
	Strongly disagree								
	Total	4	100	4	100	4	100	12	100
3	Having fun								
	Strongly agree	3	75	2	50	3	75	8	66.6
	Agree	1	25	1	25	1	25	3	25
	Disagree								
	Strongly disagree			1	25			1	8.3
	Total	4	100	4	100	4	100	12	100

Regarding to item 1 of table1, 50% of the coach's respondents revealed they are greatly satisfied in the program implementation as it is conducted without discrimination, allowing adequate in practice and contests. On the same basis, 25% of the coach's respondents are also satisfied with what they observed in the area. On the contrary, 25% of the coach's respondents revealed they are greatly unsatisfied in the program implementation as it is conducted without discrimination, allowing adequate in practice and contests, and 25% of the officers respondents revealed they are satisfied in the program implementation as it is conducted without discrimination, allowing adequate in practice and contests. On the contrary, 75% of the officer's respondents revealed they are greatly unsatisfied in the

program implementation as it is conducted without discrimination, allowing adequate in practice and contests, and 25% of the administrative personnel respondents revealed they are greatly satisfied in the program implementation as it is conducted without discrimination, allowing adequate in practice and contests. On the same basis, 75% of the administrative person respondents are also satisfied with what they observed in the area.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted without discrimination large percentage of the respondents satisfied with the allowing adequate participation in practice and contests in the projects.

Regarding to item 1 of table2, 50% of the coach's respondents revealed they are greatly satisfied in the program implementation as it is conducted development of fair play, teamwork and sportsmanship. On the same basis, 50% of the coach's respondents are also satisfied with what they observed in the area, and 100% of the officers respondents revealed they are greatly satisfied in the program implementation as it is conducted development of fair play, teamwork and sportsmanship, and 25% of the administrative personnel respondents revealed they are greatly satisfied in the program implementation as it is conducted development of fair play, teamwork and sportsmanship. On the contrary, 25% of the administrative personnel respondents revealed they are greatly unsatisfied in the program implementation as it is conducted development of fair play, teamwork and sportsmanship.

Finally, in regards to the development of fair play, teamwork and sportsmanship factors (average values): the majority of the respondents (25%) and (66.6%) are feeling greatly satisfied and satisfied but 8.3% of them totally dissatisfied.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted without discrimination large percentage of the respondents satisfied in the

program implementation as it is conducted development of fair play, teamwork and sportsmanship.

Regarding to item 1 of table3, 75% of the coach's respondents revealed they are greatly satisfied in the program implementation as it is conducted with having fun, On the same basis, 25% of the coach's respondents are also satisfied with what they observed in the area, and 50% of the officers respondents revealed they are satisfied in the program implementation as it is conducted with having fun. On the contrary, 25% of the officer's respondents revealed they are greatly unsatisfied in the program implementation as it is conducted without having fun, , and 75% of the administrative personnel respondents revealed they are greatly satisfied in the program implementation as it is conducted with having fun. On the same basis, 25% of the administrative person respondents are also satisfied with what they observed in the area.

Finally, in regards to having fun (average values): the majority of the respondents (25%) and (66.6%) are feeling greatly satisfied and satisfied but 8.3% of them totally dissatisfied.

In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction in the program implementation as it is conducted with having fun.

Table 2 Responses coaches' and Official's selection criteria, training and a meeting or written material to educate parents.

NO	Item	Respondents					
		Administrative personnel		Officers		Total	
		No	%	No	%	No	%
4	Are the procedures for selecting coaches and officials are outlined clearly?						
	Yes	4	100	3	75	7	87
	No			1	25	1	13
	Total	4	100	4	100	8	100
5	The organization has trained coaches and officials appropriately.						
	Yes			1	25	1	13
	No	4	100	3	75	7	87
	Total	4	100	4	100	8	100
	If you say yes, in what professional area?						
	Leadership						
	Youth coaching						
	Safety						
	Youth Sport management						
	Sport psychology						
	Others			1	100	1	100
	Total			1	100	1	100
6	Does youth sport programs offer either a meeting or written material to educate parents?						
	Yes						
	No	4	100	4	100	8	100
	Total	4	100	4	100	8	100
	If yes, does the parental education address:						
	Program requirements that include practice and contest schedules						
	It addresses Expectations for parent involvement						
	Rules and regulations for the program and sport						
	Proper conduct, including showing respect for and support of the coaches ...						
	How to be a positive supporter						
	Total						

As indicated in item 4 of table2,100% of the administrative personnel respondents revealed that they believe there isprocedures for selecting coaches and officials. Regarding item 4 of Table 2, 100% of officer'srespondents revealed that they are not believe there isprocedures for selecting coaches and officials

Regarding item 5 of Table 2, 100% of administrative personnel respondents revealed that they do not believe that the organization has trained coaches and officials appropriately.

Regarding item 5 of Table 2, 25% of officers replied that the organization has trained coaches and officials appropriately. Whereas 75% of administrative personnel responded that the organization has not trained coaches and officials appropriately.

Finally, in regards to administrative personnel and officers of training coaches and officials (average values): the small number of the respondents (13%) are feeling satisfaction but 87% of them totally dissatisfied.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted appropriate training large number of the respondents' unbelief that there are appropriate trained coaches and officials.

Regarding item 6 of Table 2, 100% of administrative personnel replied that youth sport program does not offer either a meeting or written material to educate parents. Regarding item 6 of Table 2, 100% of officers replied that youth sport program does not offer either a meeting or written material to educate parents. Finally, in regards to administrative personnel and officials of a meeting or written material to educate parents (average values): the respondents (100%) of them totally dissatisfied. This shows there is lack of capacity building of the stakeholder.

In general, the analysis result from the above suggests that, relatively there is a highest level dissatisfaction of administrative personnel and officers on meeting or written material to educate parents.

Table3: Response of Administrative Personnel, officers and coaches'interms of communication and evaluation.

	Item	Respondents							
		Administration Personnel		Officers		coaches		Total	
		No	%	No	%	No	%	No	%
7	Communication with coaches, parents, officials and participants								
	Strongly agree	2	50			2	25	4	33.3
	Agree	1	25	1	25	1	25	3	25
	Disagree	1	25	3	75	1	25	5	41.6
	Strongly disagree								
	Total	4	100	4	100	4	100	12	100
8	Evaluation of coaches, officials and the overall program								
	Strongly agree			1	25	2	50	3	25
	Agree	3	75	1	25	1	25	5	41.6
	Disagree	1	25	2	50	1	25	4	33.3
	Strongly disagree								
	Total	4	100	4	100	4	100	12	100

Regarding to item 7 of table3, 25% of the coaches responded that give communication with coaches, parents, officials and the participants is Strongly agree, 25% of the coach give communication with coaches, parents, officials and the overall program is agree, 25% of the coach give communication with coaches, parents, officials and the overall program disagree, and 25% of the officers responded that give Communication with coaches, parents, officials and the overall program is agree, 75% of the officers responded that give Communication with coaches, parents, officials and the overall program is disagree, 50%, 25% and 25% of administrative person responded that give communication with coaches, parents, officials and the overall program is related the written philosophy or a mission statement of youth soccer projects is strongly agree, agree and disagree agree respectively. Finally, in regards to communication with coaches, parents, officials and participation: (average values): the majority of the respondents (33.3%) and (25%) are strongly agree and agree respectively but 41.6% of them totally disagree. In general, the analysis result from the above suggests that, relatively there is a highest level dissatisfaction of administrative personnel, officers and coaches on communication with coaches, parents, officials and participants.

Regarding to item 8 of table3, , 50% of the coaches responded that evaluation of coaches, officials and the overall program is greatly satisfied , 25% of the coach give evaluation of coaches, officials and the overall program is satisfied and unsatisfied respectively. and 25% and 50% of the officers responded that evaluation of coaches, officials and the overall program issatisfied and unsatisfied respectively, 75% and 25% of administrative person responded thatisrelatedthe written philosophy or a mission statement of youth soccer projects agree and disagree respectively.Finally, in regards to evaluation of coaches, officials and the overall program: (average values): the majority of the respondents (25%) and (41.6%) are strongly agree and agree respectively but 33.3% of them totally disagree. Therefore the result of the survey show that in all aspect of the program implementation as it is conducted large percentage of the respondents satisfied with the evaluation of coaches, officials and the overall program.On the other hand, some number of the respondents dissatisfied on the area.

Table 4: Responses of administrative personnel and officer’s interms of practice, contests, tournaments and select team

NO	Item	Respondents					
		Administrative personnel		Officers		Total	
		No	%	No	%	No	%
9	Do you think the number and length of practices, contests and tournaments appropriate for the age group?						
	Yes	4	100	3	75	7	87
	No			1	25	1	13
	Total	4	100	4	100	8	100
10	Do coaches select teams appropriately, based on age, size, and skill and emotional development?						
	Yes	4	100	4	100	8	100
	No						
	Total	4	100	4	100	8	100

Regarding item 9 of Table 4, 100% of administrative personnel replied that the number and length of practices, contests and tournaments is appropriate for the age group. Regarding item

9 of Table 4, 75% of officers replied that the number and length of practices, contests and tournaments is appropriate for the age group. Whereas 25% of administrative personnel responded that the number and length of practices, contests and tournaments is not appropriate for the age group.

Regarding item 10 of Table 4, 100% of administrative personnel replied that the coaches' select teams appropriately, based on age, size, and skill and emotional development. Regarding item 10 of Table 4, 75% of officers replied that the coaches' select teams appropriately, based on age, size, and skill and emotional development. Whereas 25% of officers responded that the coaches do not select teams appropriately, based on age, size, and skill and emotional development. Therefore the result of the survey show that in all aspect of the program implementation as it is conducted without discrimination large percentage of the respondents satisfied with the coaches' select teams appropriately, based on age, size, and skill and emotional development.

### 4.3 Safety Consideration

Table5: Responses of administrative personnel and officers in terms of safety consideration, ratio of coaches/staff to participants

NO	Item	Respondents					
		Administrative personnel		Officers		Total	
			%	No	%	No	%
1	For each of the following statements, indicate how much you agree or disagree with each statement. The practice and competition areas are safe, inspected regularly and maintained						
	Strongly agree						
	Agree	1	25	2	50	3	37.5
	Disagree	2	50	1	25	3	37.5
	Strongly disagree	1	25	1	25	2	25
	Total	4	100	4	100	8	100
2	Emergency medical forms, first-aid supplies and personnel are available and easily accessible						
	Strongly agree						
	Agree						
	Disagree	3	75	2	50	5	62.5
	Strongly disagree	1	25	2	50	3	37.5
	Total	4	100	4	100	8	100
3	The ratio of coaches/staff to participants, is appropriate for providing adequate instruction, supervision and safety at all times for the participants age and skill level						
	Strongly agree			1	25	1	12.5
	Agree						
	Disagree	4	100	3	75	7	87.5
	Strongly disagree						
	Total	4	100	4	100	8	100
4	The manual is well designed and frequently modified based on trainees age, sex, performance and others criteria						
	Strongly agree	1	25			1	12.5
	Agree	3	75	1	25	4	50
	Disagree			2	50	2	25
	Strongly disagree			1	25	1	12.5
	Total	4	100	4	100	8	100

Regarding to item 1 of table 5, 25% of the administrative personnel responded that they satisfied with the practice and competition areas are safe, inspected regularly and maintained is, 50% of the administrative personnel responded that give the practice and competition

areas are safe, inspected regularly and maintained is disagree, 25% of the administrative personnel responded that give the practice and competition areas are safe, inspected regularly and maintained is strongly disagree. 50% of the officers give the practice and competition areas are safe, inspected regularly and maintained is agree. 25% of the officers give the practice and competition areas are safe, inspected regularly and maintained is disagree and strongly agree respectively. Finally, in regards to the written philosophy or a mission statement of youth soccer projects' the practice and competition areas are safe, inspected regularly and maintained: (average values): the majority of the respondents (37.5%) is strongly agreed and agrees respectively but 25% of them totally strongly disagree.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted large percentage of the respondents satisfied with the practice and competition areas are safe, inspected regularly and maintained. On the other hand, some number of the respondents greatly dissatisfied on the area.

Regarding to item 2 of table 5, on the written philosophy or a mission statement of youth soccer projects, 75% and 25% of the administrative personnel responded that give Emergency medical forms, first-aid supplies and personnel are available and easily accessible is disagree and strongly disagree, and 50% of the officers give Emergency medical forms, first-aid supplies and personnel are available and easily accessible is disagree and strongly agree respectively.

Finally, in regards to the written philosophy or a mission statement of youth soccer projects' Emergency medical forms, first-aid supplies and personnel are available and easily accessible: (average values): the majority of the respondents (62.5%) and (37.5%) of them totally disagree and strongly disagree respectively.

Regarding to item 3 of table 5, on the written philosophy or a mission statement of youth soccer projects, 100% of the administrative personnel responded that give the ratio of coaches/staff to participants, is appropriate for providing adequate instruction, supervision and safety at all times for the participants age and skill level is disagree, 25% of the officers give the ratio of coaches/staff to participants, is appropriate for providing adequate instruction, supervision and safety at all times for the participants age and skill level is agree. 75% of the officers give the ratio of coaches/staff to participants, is appropriate for providing adequate instruction, supervision and safety at all times for the participants age and skill is disagree.

Finally, in regards to the ratio of coaches/staff to participants, is appropriate for providing adequate instruction, supervision and safety at all times for the participants age and skill level: (average values): the majority of the respondents (12.5%) is strongly agreed ,but 87.5% of them totally strongly disagree.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted some percentage of the respondents satisfied withthe practice and competition areas are safe, inspected regularly and maintained.On the other hand, large number of the respondents greatly dissatisfied on the area.

Regarding to item 4 of table 5, on the written philosophy or a mission statement of youth soccer projects, 25% of the administrative personnel responded that give the manual is well designed and frequently modified based on trainees age, sex, performance and others criteria is strongly agree, 75% of the administrative personnel responded that give the manual is well designed and frequently modified based on trainees age, sex, performance and others criteria is agree, 25% of the officers give the manual is well designed and frequently modified based on trainees age, sex, performance and others criteria is agree. 50% and 25% of the officers give the manual is well designed and frequently modified based on trainees age, sex, performance and others criteria is disagree and strongly agree respectively.

Finally, in regards to the manual is well designed and frequently modified based on trainees age, sex, performance and others criteria : (average values): the majority of the respondents (12.5%) and (50%) are strongly agreed and agrees respectively but 25% and 12.5 of them totally disagree and strongly disagree respectively.

In general, the analysis result from the above suggests that, relatively there is a medium level satisfaction of administrative personnel and officers on the manual is well designed and frequently modified based on trainees age, sex, performance and others criteria . On the other hand, average number of the respondents is dissatisfied and greatly dissatisfied respectively on the area.

Table 6: Responses of coach's interms of selection criteria, training and treats

No	Item	Respondents	
		Coaches	
		No	%
1	Are the procedures for selecting coaches and officials are outlined clearly?		
	Yes	4	100
	No		
	Total	4	100
2	The organization has trained coaches and officials appropriately.		
	Yes		
	No	4	100
	Total	4	100
	If you say yes, in what professional area?		
	Leadership		
	Youth coaching		
	Safety		
	Youth Sport management		
	Sport psychology		
	Others		
	Total		
3	Does the coaching staff treats all children with respect and gives meaningful opportunities to learn skills and participate fully?		
	Yes	4	100
	No		
	Total	4	100

As indicated in item 1 of table 6,100% of the coaches replied that they have information of the procedures for selecting coaches and officials. Regarding item 2 of Table 6, 100%of the coaches replied thatthe organization has not trained coaches and officials appropriately. This shows there is lack of capacity building of the coaches.

Therefore the result of the survey show that in all aspect ofthe program implementation as it is conducted appropriate training large number of the respondents' unbelief that there are appropriatetrained coaches and officials.

Regarding item 3 of Table 6, 100%of the coaches replied thatthe coaching staff treats all children with respect and gives meaningful opportunities to learn skills and participate fully.

#### 4.4 Parent/Guardian Commitment to the Child's Participation

Table 7 : Respnses of parents interms of permission, support and developmental pathways

No	Item	Respondents	
		Parents	
		No	%
1	Would you allow your child to participate in more Youth Sports Programs through soccer projects?		
	Yes	12	100
	No		
	Total	12	100
2	Are you willing to support your child's interests and realize that having fun is the most important reason that children choose to participate in sport and physical activities?		
	Yes	11	92
	No	1	8
	Total	12	100
3	Are development pathways provided for talented athletes and coaches to pursue careers at a higher level?		
	Yes	6	50
	No	6	50
	Total	12	100

As indicated in item 1 of table 7, 100% of the parent's trainees replied that they allow their child to participate in more Youth Sports Programs through soccer projects. Regarding in item2 table 7, 92% of the parent's trainees replied that they willing to support their child's interests and realize that having fun is the most important reason that children choose to participate in sport. Whereas 8% of the parents responded they are not willing to allow their child to participate in more Youth Sports Programs through soccer projects. Regarding in item3 table 7, 50% of the trainee's parent replied that development pathways are provided for talented athletes and coaches to pursue careers at a higher level. Whereas 50% of the parents responded that development path ways are not provided for talented athletes and coaches to pursue careers at a higher level. In general, the analysis result from the above suggests that, relatively there is a medium level dissatisfaction of parents on development path ways are not provided for talented athletes and coaches to pursue careers at a higher level.

Table 8: Responses of parents interms of permission , the rules, developmental pathways ,encouragement, observing, discuss

No	Item	Respondents	
		Parents	
		No	%
4	Are you willing to provide the necessary time and assistance (i.e., encouragement, observing...) each week to ensure a successful experience?		
	Yes	12	100
	No		
	Total	12	100
5	Are you willing to discuss in private any concerns you have with the coaching staff?		
	Yes	3	25
	No	9	75
	Total	12	100
6	Are you willing to act supportively of the coaching staff as teachers of your child?		
	Yes	12	100
	No		
	Total	12	100
7	Are you willing to respect and follow the rules and procedures of the youth sport program or organization that is providing the program for your child?		
	Yes	12	100
	No		
	Total	12	100

As indicated in item 4 of table 8, 100% of the parent's trainees replied that they are willing to provide the necessary time and assistance (i.e., encouragement, observing...) each week to ensure a successful experience. Regarding in item 5 table 8, 25% of the parent's trainees replied that they are willing to provide the necessary time and assistance (i.e., encouragement, observing...) each week to ensure a successful experience, and 75% of the parent trainees replied that they are not willing to provide the necessary time and assistance (i.e., encouragement, observing...) each week to ensure a successful experience. In general, the analysis result from the above suggests that, relatively there is a highest level dissatisfaction of parent on willing to provide the necessary time and assistance (i.e., encouragement, observing...) each week to ensure a successful experience. Regarding in item 6 table 8, 100% of the parent's trainees replied that they are willing to act supportively of the coaching staff as teachers of your child willing to act supportively of the coaching staff as teachers of your child.

Table 9: Responses of parents interms of child's active involvement and positive aspects

No	Item	Respondents	
		parents	
		No	%
8	Are you willing to adjust family time as necessary to support your child's participation?		
	Yes	12	100
	No		
	Total	12	100
9	Are you willing to support your child's active involvement by emphasizing participation, skill development, cooperation and teamwork?		
	Yes	11	91.6
	No	1	8
	Total	12	100
10	Are you willing to be a supporter who focuses on the positive aspects of youth sport programs?		
	Yes	8	67
	No	4	33
	Total	12	100
11	How well did the program meet your expectations overall?		
	Exceeded my expectations	4	33.3
	Met my expectations	6	50
	Partially met my expectations	2	16.6
	Did not meet my expectations		
	Total	12	100

Regarding in item 7 Table 8, 100% of the parent's trainees replied that they are willing to respect and follow the rules and procedures of the youth sport program or organization that is providing the program for their child's participation .As indicated in item 8 of table 9, 100% of the parent's trainees replied that they are willing to adjust family time as necessary to support your child's participation. Regarding in item 9 table 9, 91.6% of the parent's trainees replied that they are willing to support your child's active involvement by emphasizing participation, skill development, cooperation and teamwork, and 8% of the parent's trainees replied that they are not willing to support your child's active involvement by emphasizing participation, skill development, cooperation and teamwork . Regarding in item 10 tables 9, 67% of the parent's trainees replied that they are willing to be a supporter who focuses on the positive aspects of youth sport programs, and 33% of the parent's trainees replied that they are not willing to be a supporter who focuses on the positive aspects of youth sport programs.

## 4.5 program design and implementation

Table 10: Responds of administrative personnel, officers & coaches in terms of program aims and design

No	Item	Respondents							
		Administrative Personnel		Officers		coaches		Total	
		No	%		%		%	No	%
1	All aspects of the programme reflect the overall aims and they designed to achieve them.								
	Strongly agree			3	75			3	25
	Agree	3	75	1	25	2	50	6	50
	Disagree					2	50	2	16.6
	Strongly disagree	1	25					1	8.3
	Total	4	100	4	100	4	100	12	100
2	The programme often delivered exactly as designed and planned.								
	Strongly agree			2	50			2	16.6
	Agree	4	100	1	25	2	50	7	58.3
	Disagree			1	25	2	50	3	25
	Strongly disagree								
	Total	4	100	4	100	4	100	12	100
3	All programme elements and teaching strategies being delivered as intended.								
	Strongly agree								
	Agree	1	25	2	50	3	75	6	50
	Disagree	3	75	2	59	1	25	6	50
	Strongly disagree								
	Total	4	100	4	200	4	100	12	100
4	The programmes are producing the intended sport development and individual benefits.								
	Strongly agree			2	50			2	16.6
	Agree	2	50	2	50	3	75	7	58.3
	Disagree	2	50			1	25	3	25
	Strongly disagree								
	Total	4	100	4	100	4	100	12	100

Regarding to item 1 of table10, 25% of the coaches responded that the all aspects of the programme reflect the overall aims and they designed to achieve them is Strongly agree, 50% of the coach give the all aspects of the programme reflect the overall aims and they designed to achieve them is agree, 16.6% and 8.3 of the coach give the all aspects of the programme reflect the overall aims and they designed to achieve them is disagree and strongly disagree , and 50% of the officers responded that the all aspects of the programme reflect the overall

aims and they designed to achieve them is agree and disagree respectively, 75% of administrative person responded that the all aspects of the programme reflect the overall aims and they designed to achieve them is agree, and 25% of administrative person responded that the all aspects of the programme reflect the overall aims and they designed to achieve them is strongly disagree .Finally, in regards to the all aspects of the programme reflect the overall aims and they designed to achieve them (average values): the majority of the respondents (25%) and (50%) are strongly agree and agree respectively but 16.6% and 8.3% of them totally disagree and strongly disagree. Therefore the result of the survey show that in all aspect of the program implementation as it is conducted large percentage of the respondents satisfied with all aspects of the programme reflect the overall aims and they designed to achieve them. On the other hand, some number of the respondents satisfied and greatly dissatisfied on the area.

Regarding to item 2 of table10, organization's readiness to implement a youth sport development approach, 16.6% of the coaches responded that give the programme often delivered exactly as designed and planned is Strongly agree, 58.3% of the coach give the programme often delivered exactly as designed and planned. overall aims and they designed to achieve them agree, 25% of the coach give the programme reflect the programme often delivered exactly as designed and planned is disagree, and 50% of the officers responded that the programme often delivered exactly as designed and planned is agree and disagree respectively, 100% of administrative person responded that gives the programme often delivered exactly as designed and planned is strongly agree.

Finally, in regards to the programme often delivered exactly as designed and planned (average values): the majority of the respondents (16.6%) and (58.3%) are strongly agree and agree respectively but 25% of them totally disagree. Therefore the result of the survey show that in all aspect of the program implementation as it is conducted large percentage of the respondents satisfied with the programme often delivered exactly as designed and planned. On the other hand, some number of the respondents greatly dissatisfied on the area.

Regarding to item 3 of table10, organization's readiness to implement a youth sport development approach, 50% of the coach give all programme elements and teaching strategies being delivered as as intended is agree, 25% of the coach give all programme elements and teaching strategies being delivered as intended is disagree, and 75% of the officers responded that gives all programme elements and teaching strategies being delivered

as intended is disagree, 50% of administrative person responded that gives all programme elements and teaching strategies being delivered as intended is agree and 50% of administrative person responded that gives all programme elements and teaching strategies being delivered as intended is disagree .Finally, in regards to all programme elements and teaching strategies being delivered as intended (average values): the majority of the respondents (50%) are agree but 50% of them totally disagree. Therefore the result of the survey show that in all aspect of the program implementation as it is conducted average percentage of the respondents satisfied with all programme elements and teaching strategies being delivered as intended. On the other hand, medume number of the respondents greatly dissatisfied on the area.

Regarding to item 4 of table10, organization's readiness to implement a youth sport development approach, 16.6% of the coaches responded that the programmes are producing the intended sport development and individual is Strongly agree, 58.3% of the coach give The programmes are producing the intended sport development and individual is agree, 25% of the coach give the programmes are producing the intended sport development and individual is disagree , and 75% and 25% of the officers responded that gives the programmes are producing the intended sport development and individual benefits is agree and disagree respectively, 50% of administrative person responded that the programmes are producing the intended sport development and individual benefits gives is strongly agree, 50% of administrative person responded that the programmes are producing the intended sport development and individual benefits gives is agree. Finally, in regards to the programmes are producing the intended sport development and individual benefits gives (average values): the majority of the respondents (16.6%) and (58.3%) are strongly agree and agree respectively but 25% of them totally disagree. Therefore the result of the survey show that in all aspect of the program implementation as it is conducted large percentage of the respondents satisfied with the programmes are producing the intended sport development and individual benefits gives. On the other hand, some number of the respondents greatly dissatisfied on the area.

Table 11: Responds of administrative personnel, officers and coaches in terms of environmental/resource changes, development pathways, and expectations

No	Item	Respondents							
		Administrative Personnel		Officers		coaches		Total	
		No	%	No	%	No	%	No	%
5	Environmental/resource changes have impacted on the delivery of the programme (e.g. reduced access to facilities)								
	Strongly disagree			2	50	3	75	5	41.6
	Agree	4	100	1	25	1	25	6	50
	Disagree								
	Total	4	100	4	100	4	100	12	100
6	Are development pathways provided for talented athletes and coaches to pursue careers at a higher level?								
	Yes	2	50	1	25	2	50	5	41.6
	No	2	50	3	75	2	50	7	58.3
	Total	4	100	4	100	4	100	12	100
7	Are development pathways provided for administrators and leaders to develop careers in sport?								
	Yes			1	25	1	25	2	16.6
	No	4	100	3	75	3	75	10	83.3
	Total	4	100	4	100	4	100	12	100
8	Overall how well did the program meet your expectations?								
	Exceeded my expectations								
	Met my expectations	2	50	2	50			4	33.3
	Partially met my expectations	2	50	1	25	3	75	6	50
	Did not meet my expectations			1	25	1	25	2	16.6
Total	4	100	4	100	4	100	12	100	

Regarding to item 5 of table11, on the written philosophy or a mission statement of youth soccer projects, 75% of the coaches responded that environmental/resource changes have impacted on the delivery of the programme is Strongly agree, 25% of the coach give environmental/resource changes have impacted on the delivery of the programme is agree, , and 50% and 25% of the officers responded that environmental/resource changes have

impacted on the delivery of the programme is strongly agree and agree respectively, 25% of the officers responded that environmental/resource changes have impacted on the delivery of the programme is strongly disagree, and 75% and 25% of administrative person responded that environmental/resource changes have impacted on the delivery of the programme is strongly agree is strongly agree and agree respectively.

Finally, in regards to environmental/resource changes have impacted on the delivery of the programme (average values): the majority of the respondents (41.6%) and (50%) are strongly agree and agree respectively but 8.3% of them totally strongly disagree.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted without discrimination large percentage of the respondents satisfied with the environmental/resource changes have impacted on the delivery of the programme.

Regarding to item 6 of table11, on the written philosophy or a mission statement of youth soccer projects, 50% of the coaches responded that gives the development pathways are provided for talented athletes and coaches to pursue careers at a higher level is yes, 50% of the coach give development pathways are not provided for talented athletes and coaches to pursue careers at a higher level, 25% of the officers give development pathways are provided for talented athletes and coaches to pursue careers at a higher level is yes, 75% of the officers give development pathways are provided for talented athletes and coaches to pursue careers at a higher level is no, 50% of administrative person responded that development pathways are provided for talented athletes and coaches to pursue careers at a higher level gives is yes, 50% of administrative person give development pathways are provided for talented athletes and coaches to pursue careers at a higher level is no.

Finally, in regards to development pathways provided for talented athletes and coaches to pursue careers at a higher level (average values): half of the respondents (50%) are believed but 50% of them totally unbelief.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted without discrimination medium percentage of the respondents satisfied with the development pathways provided for talented athletes and coaches to pursue careers at a higher level. On the other hand, average number of the respondents greatly dissatisfied on the area.

Regarding to item 7 of table11, on the written philosophy or a mission statement of youth soccer projects, 16.6% of the coaches responded that development pathways are provided for administrators and leaders to develop careers in sport gives is yes, 83.3% of the coach give development pathways are provided for administrators and leaders to develop careers in sport is no, 25% of the officers give development pathways are provided for administrators and leaders to develop careers in sport development is yes, 25% of the officers give development pathways are provided for administrators and leaders to develop careers in sport development is no, 100% of administrative person give development pathways are provided for administrators and leaders to develop careers in sport is yes.

Finally, in regards to the development pathways are provided for talented athletes and coaches to pursue careers at a higher level (average values): the small number of the respondents (16.6%) is believed but 83.3% of them totally unbelief. .

Regarding to item 8 of table11, on the written philosophy or a mission statement of youth soccer projects, 75% of the coaches responded that overall the program is partially met their expectations, 25% of the coach give overall the program is partially met their expectations , 50% of the officers give overall the program is met their expectations ,25% of the officers give overall the program is partially met their expectations, 25% of the officers give overall the program did not met their expectations and 50% of administrative person responded that overall the program is met their expectations, and 50% of administrative person responded that overall the program is met their expectations.

Finally, in regards to the overall expectations of the program (average values): the majority of the respondents (33.3%) are met their expectation and (50%) are partially met their expectations but 16.6% of them totally did not meet their expectation.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted large percentage of the respondents satisfied with the overall expectations of the program. On the other hand, some number of the respondents greatly dissatisfied on the area.

**Table 12: Response of trainees interms of overall program expectation**

<b>NO</b>	<b>Item</b>	<b>Respondents</b>	
		<b>Trainees</b>	
		<b>No</b>	<b>%</b>
9	Overall how well did the program meet your expectations?		
	Exceeded my expectations	19	47.5
	Met my expectations	13	32.5
	Partially met my expectations	6	15
	Did not meet my expectations	2	5
	Total	40	100

Regarding to item 9 of table12, In terms of program expectation on the youth soccer projects program, 47.5% and 32.5% of the trainees responded that overall the program is exceeded their expectations and meet their expectation, 15% of respondents are partially met their expectations and 5% did not meet their expectations15% and 5% of the trainees responded that overall the program is partially met their expectations and did not meet their expectations respectively.

## 4.6 Implementing a Youth Development Approach

Table13 : Responses of administrative personnel and officers interms of budget, collaborative work, competition and school & training program

NO	Item	Respondents					
		Administrative personnel		Officers		Total	
		No	%	No	%	No	%
1	There is adequate budget allocated for the delivery						
	Strongly agree			1	25	1	12.5
	Agree	3	75	3	75	6	74
	Disagree						
	Strongly disagree	1	25			1	13
	Total	4	100	4	100	8	100
2	There is collaborative work with higher body's						
	Strongly agree	2	50	1	25	3	37
	Agree	1	25	1	25	2	25
	Disagree	1	25	1	25	2	25
	Strongly disagree			1	25	1	13
	Total	4	100	4	100	8	100
3	There is well organized and sufficient competition programs held regularly						
	Strongly agree	1	25			1	12.5
	Agree	2	50	2	50	4	50
	Disagree	1	25	2	50	3	37
	Strongly disagree						
	Total	4	100	4	100	8	100
4	The school programs and the training programs are go together						
	Strongly agree			1	25	1	12.5
	Agree	3	75	2	50	5	62.5
	Disagree	1	25	1	25	2	25
	Strongly disagree						
	Total	4	100	4	100	8	100

Regarding to item 1 of table13, on the written philosophy or a mission statement of youth soccer projects, 75% of the administrative personnel responded that give adequate budget is allocated for the delivery is agree, 25% of the administrative personnel responded that give adequate budget is allocated for the delivery is strongly disagree, 25% and 75% of the officers give the adequate budget is allocated for the delivery is strongly disagree and agree respectively. Finally, in regards to the written philosophy or a mission statement of youth soccer projects'adequate budget is allocated for the delivery: (average values): the majority of

the respondents (12.5%) and (74%) are strongly agreed and agree respectively but 13% of them totally strongly disagree.

Regarding to item 2 of table13, 50% of the administrative personnel responded that give collaborative work with higher body's is strongly agree, 25% of the administrative personnel responded that give collaborative work with higher body's is agree, 25% of the administrative personnel responded that give collaborative work with higher body's is strongly disagree and agree respectively, and 25% of the officers give collaborative work with higher body's is disagree and strongly agree respectively.

Finally, in regards to collaborative work with higher bodies: (average values): the majority of the respondents (37%) and (25%) are strongly agreed and agree respectively but 25% and 13% of them totally disagree and strongly disagree respectively.

In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction of administrative personnel and officers on collaborative work with higher bodies. On the other hand, some number of the respondents dissatisfied and greatly dissatisfied on the area.

Regarding to item 3 of table13, 25% of the administrative personnel responded that give well organized and sufficient competition programs held regularly is strongly agree, 25% of the administrative personnel responded that give well organized and sufficient competition programs held regularly is agree, 25% of the administrative personnel responded that give well organized and sufficient competition programs held regularly is disagree, and 50% of the officers give well organized and sufficient competition programs held regularly is agree and 50% of the officers give the adequate budget is allocated for the delivery is disagree .

Finally, in regards to well organized and sufficient competition programs held regularly: (average values): the majority of the respondents (12.5%) and (50%) are strongly agreed and agree respectively but 37% of them totally disagree.

In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction of administrative personnel and officers on organized and sufficient competition programs held regularly. On the other hand, some number of the respondents and greatly dissatisfied on the area.

Regarding to item 4 of table13, 75% of the administrative personnel responded that give the school programs and the training programs are go together is agree, 25% of the administrative personnel responded that give the school programs and the training programs are go together is disagree and 25% and 50% of the officers give the school programs and the training programs are go together is strongly agree and agree respectively, and 25% of the officers give the school programs and the training programs are go together is strongly disagree.

Finally, in regards the school programs and the training programs are go together: (average values): the majority of the respondents (12.5%) and (62, 5%) are strongly agreed and agree respectively but 25% of them totally disagree.

In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction of administrative personnel and officers on the school programs and the training programs are go together. On the other hand, some number of the respondents and greatly dissatisfied on the area.

#### 4.6.1 Attendance at youth sport programme

**Table 14 : Response of trainees degree of involvement and commitment**

NQ	Item	Respondents	
		Trainees	
		No	%
1	How long have you been involved with the youth Sport Programme?		
	First visit	10	25
	Less than 6 months		
	6 month to 1 year's		
	3 years	30	75
	Over 3 year's		
	Total	40	100
2	How often do you attend Sport sessions?		
	Every day		
	Three days a week	39	97.5
	Once a week	1	2.5
	More than three days in a week		
	Total	40	100

With this regard, the data from item 1 Table 14, indicated that 25% Of the trainees response that they involved with the youth sport program for the first time, 75% of the trainees response that they involved with the youth sport program for 3 years. Regarding to item 2 Table 14, 97.5% and 2.5% of trainees response that they attend sport sessions three days a week and once a week respectively. Most of them are involved with the youth Sport Programme for three years and attend sport session three days in a week.

**Table15: Response of trainees interms of frequency of attendance and kinds of sports**

NQ	Item	Respondents	
		Trainees	
		NQ	%
3	What sport(s) do you take part in at youth Sport?		
4-6	Football	40	100
	Basketball		
	Volleyball		
	Total	40	100
	4. How often do you take part in this sport at youth Sport?		
	Every time	39	97.5
	Some times	1	2.5
	Not very often		
	Total	40	100
	5. Do you think this is enough?		
	Yes	27	67.5
	No	13	32.5
	Total	40	100
	6. Did you play this sport before going to youth Sport?		
	Yes	10	25
No	30	75	
Total	40	100	

Regarding to item 3 of table15, 100% of the trainees responded that take part in at youth Sport is Football sport. Regarding to item 4 table 15, 97% and 2.5% of the trainees responded that they take part in every time and sometimes respectively. Regarding to item 5 of table 15, 25% of the trainees responded that this is enough and 32% of the trainees that is not enough respectively. Regarding to item6 of table 15, 25% of the trainees responded that they have an experience and 75% of the trainees responded that they have no experience to play. This table shows all trainees take part in at youth sport program in Soccer sport, and most of them take part in the program regularly and they have no played related to the sport.

**Table16:Response of trainees interms of experience and competition**

NO	Item	Respondents	
		Trainees	
		No	%
7	Have you taken part in any youth Sport tournaments/festivals/competitions?		
	Yes	10	25
	No	30	75
	Total	40	100
8	How many tournaments have you taken part in?		
	Once a week	10	100
	Two to three		
	Four or more		
	Total	10	100
9	Do you think the competitions are enough?		
	Yes		
	No	10	100
	Total	10	100

Regarding to item 7 table 16, 25% responded that they take part in youth sport competition and 75% were not take part in youth sport competition .Regarding to item8 table 16, 100% responded that they have take part in competition once. Regarding to item 9 table 16, 100% of the respondents were not agree to number of competition.

In general, the analysis result from the above suggests that, relatively there is a low level satisfaction of trainees onthe take part in youth sport competition. On the other hand, large number of the respondents is greatly dissatisfied on the area.

Table17 :Response of trainees interms of regarded as attractiveness factors

NO	Item	Respondents	
		Trainees	
		No	%
10	What do you most enjoy about the youth Sport Programme of soccer projects?		
	Making new friends	20	16.2
	Having fun	19	15.4
	Learning sports skills	37	30
	Being a member of a team	17	13.8
	Getting fit	10	8.3
	Winning the local league	3	2.4
	Possibility of international trips	11	8.9
	Other (please write in)	6	13
	Total	123	108

Regarding to item 10 table 17, 16.2% responded that they take part in youth sport program in order to make friends, 15.4% and 30% are responded that they take part in youth sport program in order to having fun and learning sports skills respectively, and 13.8% and 8.3% are responded that they take part in youth sport program in order to being a member of a team and getting fit respectively, and 2.4%, 8.9% and 13% of respondents responded that they take part in youth sport program in order to win the local league, possibility of international trips, and others.

In general, the analysis result from the above suggests that, relatively there is a high level satisfaction of trainees on the take part in youth sport program making new friends, Having fun learning sports skills, being a member of a team.

**Table18 :Response of trainees interms of attending**

NO	Item	Respondents	
		Trainees	
		No	%
11	Would you like to attend youth Sport more often?		
	Yes	40	100
	No		
	Total	40	100
	If No, what is the MAIN reason that you not attend more often?		
	My parents do not allow me		
	I have to do school work		
	I have to do domestic work		
	I have to look after brothers/sisters		
	I have a job		
	The opportunities are not provided by youth Sport		
	Total		
12	What were the main reasons why you started taking part in this programme?		
	My friends come here	19	23.4
	Unemployed and have time	12	14.8
	It is local/accessible	11	13.5
	Could not get this activity anywhere else	11	13.5
	It is cheaper that elsewhere	2	2.4
	I wanted to get fit	15	18.5
	Concerned about my health	11	13.5
	I wanted to meet people		
	To lose weight		
	Other ( <i>write in</i> )		
	Total	81	99.6

Regarding item 11 of Table 18, 100% of respondents is attended the program more, and Regarding item 12 of Table 18, with regards to the main reasons why they started taking part in this programme,23,4% of the trainees replied that their friends come here, 14.8% of the trainees replied that unemployed and have time, 13.5% of the trainees are replied that It is local/accessible and could not get this activity anywhere else respectively,2.4%,18.5% and 13.5% of the trainees replied I wanted to get fit and concerned about my health respectively. In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction of trainees on their attending the session program regularly.

## 4.6. 2: Information, Training and Workshops

Table 19 :Response of trainees interms of regarded as attractiveness factors

NO	Item	Respondents	
		Trainees	
		No	%
1	How much do you think you have learned from your youth peer leader about the following?		
	<b>Sports skills</b>		
	A lot	25	62.5
	Quite a lot	10	25
	Alittle bit	5	12.5
	Nothing		
	Total	40	100
	<b>HIV/AIDS</b>		
	A lot	5	12.5
	Quite a lot	10	25
	Alittle bit	11	27.5
	Nothing	14	35
	Total	40	100
	<b>Drugs</b>		
	A lot	13	32.5
	Quite a lot	7	17.5
	Alittle bit	7	17.5
	Nothing	13	32.5
	Total	40	100
	<b>Sex education</b>		
	Total		
	A lot	4	10
	Quite a lot	12	30
	Alittle bit	11	27.5
	Nothing	13	32.5
	Total	40	100

As we understand from **item 1 of table19**, 62.5% of the trainees replied that they have learned sport skills from their youth peer leader is a lot, 25% and 12.5% of the trainees

replied that they have learned from their youth peer leader about sport skills is quite a lot and a little bit respectively, 12.5% of the trainees replied that they have learned about HIV/AIDS from their youth peer leader is a lot, 25% and 27.5% of the trainees replied that they have learned about HIV/AIDS from their youth peer leader is quite a lot and a little bit respectively, and 35% of the trainees replied that they have learned about HIV/AIDS from their youth peer leader is nothing , 32.5% of the trainees replied that they have learned about Drugs from their youth peer leader is a lot, 17.5% of the trainees replied that they have learned from their youth peer leader about sport skills is quite a lot and a little bit respectively, and 32.5% of the trainees replied that they have learned about Drugs from their youth peer leader is nothing , 10% of the trainees replied that they have learned about sex education from their youth peer leader a lot, 30% and 27.5% of the trainees replied that they have learned about sex education from their youth peer leader is quite a lot and a little bit respectively, and 32.5% of the trainees replied that they have learned about sex education from their youth peer.

**Table 20:Response of trainees interms of regarded as attractiveness factors**

NO 2	How much do you think you have learned from your youth peer leader about the following?	Respondents	
		Trainees	
		No	%
	<b>Hygiene</b>		
	A lot	28	70
	Quite a lot	6	15
	A little bit	1	2.5
	Nothing	5	12.5
	Total	40	100
	<b>Gender issues</b>		
	A lot	6	15
	Quite a lot	10	25
	A little bit	15	37.5
	Nothing	9	22.5
	Total	40	100
	Total		
	<b>Human rights</b>		
	A lot	17	42.5
	Quite a lot	9	22.5
	A little bit	4	10
	Nothing	10	25
	Total	40	100

As we understand from item 2 of table 20, 70% of the trainees replied that they have learned about Hygiene from their youth peer leader about is a lot, 15% and 2.5% of the trainees replied that they have learned from their youth peer leader is quite a lot and a little bit respectively, 22.5% of the trainees replied that they have learned from their youth peer leader about sport skills is nothing, 15% of the trainees replied that they have learned about gender issue from their youth peer leader is a lot, 25% and 37.5% of the trainees replied that they have learned about gender issue from their youth peer leader is quite a lot and a little bit respectively, 22.5% of the trainees replied that they have learned about gender issue from their youth peer leader is nothing, 42.5% of the trainees replied that they have learned about human right from their youth peer leader is a lot, 22.5% and 10% of the trainees replied that they have learned about human right from their youth peer leader is quite a lot and a little bit respectively, 25% of the trainees replied that they have learned about human right from their youth peer leader is nothing.

### 4.6.3 Trainee's attitudes to sport

Table 21: Responses of trainee's in terms of attitude

NO	Item	Respondents	
		Trainees	
		No	%
1	For each of the following statements, indicate how much you <i>agree</i> or <i>disagree</i> with each statement:		
	I am good at sport and exercise		
	Strongly agree	27	67.5
	Agree	13	32.5
	Disagree		
	Strongly disagree		
	Total	40	100
	I only enjoy sport and exercise if I do it well		
	Strongly agree	36	90
	Agree	3	7.5
	Disagree	1	2.5
	Strongly disagree		
	Total	40	100
	I think it is important to keep fit		
	Strongly agree	27	67.5
	Agree	12	30
	Disagree	1	2.5
	Strongly disagree		
	Total	40	100
	I feel happy when I do sport and exercise		
	Strongly agree	36	90
	Agree	4	10
	Disagree		
	Strongly disagree		
	Total	40	100
	I want to be successful at sport		
	Strongly agree	37	92.5
	Agree	3	7.5
	Disagree		
	Strongly disagree		
	Total	40	100
	I do sport and exercise to be with friends		
	Strongly agree	20	50
	Agree	11	27.5
	Disagree	9	22.5
	Strongly disagree		
	Total	40	100
	I feel good about myself when I do sport		
	Strongly agree	28	70
	Agree	11	27.5
	Disagree		
	Strongly disagree	1	2.5
	Total	40	100

As we understand from item 1 of table 21, 67.5% and 32.5% of the trainees replied that they are greatly satisfied and satisfied respectively with the sport and exercise. 90% and 7.5% of the trainees replied that they are greatly satisfied and satisfied respectively by doing well of sport and exercise, on the other hand, 2.5% of the trainees replied that they dissatisfied by doing well of sport and exercise, 67.5% and 30% of the trainees respondents revealed they greatly satisfied and satisfied respectively for keeping fit.

On the contrary, 30% of the trainees respondents revealed they are greatly unsatisfied on the area. 90% and 10% of the trainee's respondents revealed they greatly satisfied and satisfied respectively are happy feeling when they are doing sport and exercise. 92.5% and 7.5% of the trainee's respondents revealed they greatly satisfied and satisfied respectively are successful at sport. 50% and 27.5% of the trainee's respondents revealed they greatly satisfied and satisfied respectively are doing sport and exercise to be with friends. On the contrary, 22.5% of the trainee's respondents revealed they are unsatisfied on the area. 70% and 27.5% of the trainee's respondents revealed they greatly satisfied and satisfied respectively are feel good when they do sport. On the contrary, 22.5% of the trainee's respondents revealed they are greatly unsatisfied on the area.

Therefore the result of the survey show that in all aspect of the program implementation as it is conducted without discrimination large percentage of the respondents satisfied with the allowing adequate participation in practice and contests in the projects. In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction of trainees on their attitude toward sport and exercise.

#### 4.6. 4 Impact of youth sport programme

**Table22: Responses of coaches interms of satisfaction on rules, Officiating ,Program Fees, Awards ,Overall Satisfaction**

No	Please rate your satisfaction with the youth sport program of soccer projects on the following:	Respondents	
		coaches	
		No	%
	<b>rules of play</b>		
	Extremly Satisfied		
	Somewhat Satisfied	2	100
	Only a little Satisfied		
	Not Satisfied		
	Very not at all Satisfied		
	Total	2	100
	<b>Officiating</b>		
	Extremly Satisfied		
	Somewhat Satisfied		
	Only a little Satisfied		
	Not Satisfied	1	100
	Very not at all Satisfied		
	Total	1	100
	<b>Program Fees</b>		
	Extremly Satisfied		
	Somewhat Satisfied	1	25
	Only a little Satisfied	2	50
	Not Satisfied	1	25
	Very not at all Satisfied		
	Total	4	100
	<b>Awards</b>		
	Extremly Satisfied		
	Somewhat Satisfied		
	Only a little Satisfied		
	Not Satisfied	1	100
	Very not at all Satisfied		
	Total	1	100
	<b>Overall Satisfaction</b>		
	Extremly Satisfied		
	Somewhat Satisfied	3	75
	Only a little Satisfied	1	25
	Not Satisfied		
	Very not at all Satisfied		
	Total	4	100

Regarding item 1 of Table 22, with regards to rules of play, 100% of the coaches replied that the program is somewhat satisfied,, with regards to officiating, 25% of the coaches replied

that the program is somewhat satisfied, 50% and 25% of the coaches replied that the program is only a little Satisfied and not satisfied respectively,, with regards to program fees, 25% of the coaches replied that the program is not satisfied,, with regards to awards, 25% of the coaches replied thatthe program is somewhat satisfied, 50% and 25% of the coaches replied that the program is only a little Satisfied and not satisfied respectively,, with regards to overall satisfaction, 25% of the coaches replied that the program is very not at all satisfied.

In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction of administrative personnel and officers on the rules of play. On the other hand, some number of the respondents is dissatisfied on the area.

**Table23: Responses of coaches interms of satisfaction**

No		Respondents	
		coaches	
		No	%
2	Please rate your satisfaction with the Sports Administration team on the following		
	<b>Met Expectations</b>		
	Extremly Satisfied		
	Somewhat Satisfied	2	50
	Only a little Satisfied	1	25
	Not Satisfied	1	25
	Very not at all Satisfied		
	Total	4	100
	<b>Accomplished Objectives as stated in Description</b>		
	Extremly Satisfied		
	Somewhat Satisfied	1	25
	Only a little Satisfied	2	50
	Not Satisfied	1	25
	Very not at all Satisfied		
	Total	4	100
	<b>Ease of Registration</b>		
	Extremly Satisfied		
	Somewhat Satisfied	3	75
	Only a little Satisfied	1	25
	Not Satisfied		
	Very not at all Satisfied		
	Total	4	100
	<b>Participant Safety</b>		
	Extremly Satisfied		

	Somewhat Satisfied		
	Only a little Satisfied	3	75
	Not Satisfied	1	25
	Very not at all Satisfied		
	Total	4	100
	<b>Sport Facility</b>		
	Extremely Satisfied		
	Somewhat Satisfied	1	25
	Only a little Satisfied	2	50
	Not Satisfied	1	25
	Very not at all Satisfied		
	Total	4	100
	<b>Practice Time</b>		
	Extremely Satisfied	1	25
	Somewhat Satisfied	2	50
	Only a little Satisfied	1	25
	Not Satisfied		
	Very not at all Satisfied		
	Total	4	100

As we understand from item 2 of table23, with regards to met expectations, 50% of the coaches replied that the Sports Administration team is somewhat satisfied, 25% and 25% of the coaches replied that the Sports administration team is only a little Satisfied and not satisfied respectively,, with regards to accomplished objectives as stated in description, 25% of the coaches replied that the Sports Administration team is somewhat satisfied, 50% and 25% of the coaches replied that the Sports administration team is only a little Satisfied and not satisfied respectively, with regards to easy of registration, 75% of the coaches replied that the Sports Administration team is somewhat satisfied, 25% of the coaches replied that the sports administration team is only a little Satisfied, with regards to participant safety, 75% of the coaches replied that the Sports Administration team is somewhat satisfied, 25% of the coaches replied that the Sports administration team is only a little Satisfied, with regards to sport facility, 25% of the coaches replied that the Sports Administration team is somewhat satisfied, 50% and 25% of the coaches replied that the Sports administration team is only a little Satisfied and not satisfied respectively, with regards to practice time, 25% of the coaches replied that the Sports Administration team is somewhat satisfied, 50% and 25% of the coaches replied that the Sports administration team is only a little Satisfied and not satisfied respectively,

In general, the analysis result from the above suggests that, relatively there is a highest level satisfaction of administrative personnel and officers on the sports administration team. On the other hand, some number of the respondents is dissatisfied on the area.

#### **4.8. Trainees, Coaches, Administrative personnel and Parents to the Open-ended Questions**

In response to the open-ended question which required trainees, coaches, administrative personnel and parents with the implementation and challenges of youth soccer projects, they suggested the following problems and solutions. The open ended questions focused on:

1. Finally, are there any aspects of the youth Sport programs of soccer projects that you would like to comment on, or which you think could be improved?
  - Lacks overall direction, focus, cohesion, strategic overview and coordination.
  - Lacks adequate levels of finance, is not obtaining the maximum return on current spending and has no medium to long term investment programme. A great deal of the spend lacks transparency and sustainability.
  - Lacks adequate provision of facilities and football infrastructure;, we have problems of availability, cost of use, poor quality, the chronic lack of access to school facilities out with school hours and holidays and a crisis in relation to the lack of indoor facilities.
  - Lacks a solid foundation within our schools and communities of children and young people who are fit, healthy and give a high priority to sport and well-being.
  - There is a talent gap between the youth development at grass-root levels and the performance and quality of players coming through to national and club level.

## 4.9 Analysis and Interpretation of documentation in the program

**Table 25 observation check list**

No		Excellent	Very good	satisfactory	Unsatisfactory
1	Manual				✓
2	Documentation of all programs			✓	
3	plans			✓	
4	Training program				✓
5	Attendance records			✓	
6	progress reports				✓
7	Communication			✓	
8	personnel files			✓	
9	Feed back			✓	
10	personnel files		✓		
11	photographs			✓	

The observation checklist involved more of the coaches', administrative personnel duty. However, as indicated in Table, the manual of youth sport program were satisfactory, documentation of all programs was unsatisfactory, plans was satisfactory, training program used by organization was satisfactory, attendance records was satisfactory, progress reports was satisfactory, communication was satisfactory, personnel files was very good, and photographs. Therefore, it is difficult to say there is effective in all record-keeping.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part deals with the major findings, the conclusion reached at and the recommendations forwarded based on the finding.

#### 5.1 Summary

The major purposes of this study were to assess implementation and challenges of youth soccer project in Addis Ababa.

To this achievement of this objective the following basic questions were raised

1. How does the youth sport is implement in the selecting youth soccer projects?
2. What are the obstacles that hindered the effective implementation of the youth soccer projects?
3. How does the youth sport program of soccer influence the individuals and communities that it serves?

In order to answer the above questions, descriptive survey research method was employed. The data relevant to the study were collected through questionnaire, document analysis, interview and checklists.

This study used both qualitative and quantitative research approach. The results of data collected through questionnaire, document analysis, interview and checklist were interpreted using quantitative and qualitative methods.

From the data analysis, the major findings obtained are summarized as follows:

- ❖ The selection of training center, the selection of coaches and trainees conducted just randomly without proper and clear criteria.
- ❖ Lacks of organized implementation, the facilities provided wereunprportionalinterms of number of trainees, and there is scarcity of fair distribution of training materials.
- ❖ The other problem faced is the manual is not designed and modified based on the trainee's age level.
- ❖ The sport out fits and other equipments were not good to the standard in quality and even they were not delivered ontime needed.
- ❖ The task and training activities that were expected to be conducted at the early beginning of the year were not implemented accordingly.

- ❖ The financial and budget allocations were not on the circumstances that may need especial action.
- ❖ The administrative bodies lacked well designed follow ups and there were no concerned bodies that are in charge of finding immediate solutions to the problem that were faced by the trainers and trainees.
- ❖ The activities and the whole accountabilities were limited to certain sub cities and expertise, and even personalities that were making fewer follow ups. That kind of implementations revealed that was exposed to failure to solve the confronted challenges.

In general, the ineffectiveness of the pre-implementation to post-implementation activities hindering the progress of the youth soccer projects.

## **5.2 CONCLUSION**

Based on the major finding, the following conclusions are drawn;

- It is proved that yielding qualified human powers that can play a great role in youth soccer projects.
- It is found out that forming fruitful organizational effectiveness process that can contribute to the development of youth soccer program.
- Creating community based participatory accomplishment.
- Commits all stakes to setting targets for enhanced participation and performance in sport in collaboration with the respected sport federations, organizations and communities.
- The activities that were to be implemented need to be performed based on transparency and accountability of the concerned bodies so as to cultivate competent youth soccer players.

The successful organization of sports requires effective and efficient management skills and structures. While such a responsibility lies principally with national associations and affiliates, there must be a co-ordinate effort among all stakeholders to achieve higher standards in administration and management. As with all other endeavors, finance and sponsorship are vital requirements. The costs associated with sports continue to hinder its development and serves to discourage widespread participation. Therefore, it is necessary to encourage greater financial support for sporting activities. The existence of relevant and effective programs necessitate a focus on the formulation and implementation of strategies and work plans that consider the needs of athletes, sporting bodies and district councils and the development plan

of Government. Finally, the problems that are faced by the coaches and the trainees should be solved immediately. That makes the efforts made to cultivate effective sport person fruitfully.

### **5.3 RECOMMENDATIONS**

Based on the findings of this thesis work, both from primary and secondary sources, the following recommendations are forwarded. The researcher appreciates it the concerned bodies look in to them.

- Dedicated staffs, either through revenue funding or other sources have been vital to project success. It is recommended that subsequent programmes continue to offer revenue funding to support the development of capital builds.
- Sports programs must reevaluate their programs and institute equitable programs that will meet the needs of all youth.
- The application process was thought to be effective and quick by most project staff. However, it was felt that more support and accountability was required at local level. It is recommended that, with similar projects, consideration is given to ensuring a more formal support and assessment mechanism is implemented at local level.
- Programs must be designed so that they revitalize communities as partners in the delivery of sports programs.
- Sports organizations should provide education to parents about the roles of parent of youth sports participants, the use of appropriate feedback, and the positive and potentially negative aspects of participation in sports.
- Sports organizations should provide educational programs for all coaches of youth sports teams.
- To adequately improve the standard of sports and efficiency in implementing programs, training and development opportunities must be provided to sports practitioners. To attain these ideals, attention must be given to development of our human resources. It is accordingly recognized that:
  - Scholarships must be provided for sports persons to allow for exposure at a higher level of performance and to encourage professional development through education.
  - Training must be provided for officials to enhance their capacity to officiate and administer sporting activities.
  - Specific attention must be given to acquiring and developing resource material such as manuals, coaching kits and electronic aids, which will

assist in improving knowledge and advancing the technical skills of sport persons.

- Programs must be designed to expose national sporting representatives to specialized personal development activities, which will assist in their overall development.
- The effective dissemination of information is a very important function in the promotion of sports. To ensure effective dissemination of information and to sustain broad public interest in sport, it is necessary that wider coverage and promotion of sporting activities become a priority.
- A broad-based organization that unites the public/private sector of a city should be established to plan, develop, coordinate, maintain, and evaluate the municipality's comprehensive youth sports program.
- Infrastructure The availability and standard of sporting infrastructure influences public participation; and the quality of sports. Therefore, in order to facilitate and encourage extensive participation, high standards and safety, and improved performance, attention must be paid to the available sport infrastructure.
- Government should provide technical and financial assistance to all level of organized sporting organizations, at least for the first phase.
- Communities must improve the condition and maintenance of available facilities and sites so that they are attractive, healthy and safe for children and families.

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Communication with coaches, parents, officials and participants

Evaluation of coaches, officials and the overall program

2. Are the procedures for selecting coaches and officials are outlined clearly?

Yes  No

If you say yes, please try to list the criteria .....

.....

3. The organization has trained coaches and officials appropriately.

Yes  No

If you say yes, in what professional area? Leadership

Youth coaching

Safety

Sport management

Sport psychology

Others .....

4. Does youth sport programs offer either a meeting or written material to educate parents?

Yes  No

If yes, does the parental education address?

Program requirements that include, but are not limited to expected costs, insurance coverage, and practice and contest schedules

It addresses Expectations for parent involvement

Rules and regulations for the program and sport

Proper conduct, including showing respect for and support of the coaches, officials and spectators

How to be a positive supporter

5. Do you think the number and length of practices, contests and tournaments appropriate for the age group?  Yes  No

If you say yes, please explain.....



15 For each of the following statements, indicate how much you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is adequate budget allocated for the delivery of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is collaborative work with higher body's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is well organized and sufficient competition programs held regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school programs and the training programs are go together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practice and competition areas are safe, inspected regularly and maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency medical forms, first-aid supplies and personnel are available and easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ratio of coaches/staff to participants, is appropriate for providing adequate instruction, supervision and safety at all times for the participants age and skill level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The manual is well designed and frequently modified based on trainees age, sex, performance and others criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Finally, are there any aspects of the youth Sport programs of soccer projects that you would like to comment on, or which you think could be improved?

.....

.....

.....

THANK YOU VERY MUCH FOR YOUR TIME TO ANSWER THESE QUESTIONS



participants

Evaluation of coaches, officials and the overall program

2. Are the procedures for selecting coaches and officials are outlined clearly?

Yes  No

If you say yes, please try to list the criteria .....

.....

3. The organization has trained coaches and officials appropriately.  Yes  No

If you say yes, in what professional area? Leadership

Youth coaching

Safety

Youth Sport management

Sport psychology

Others .....

4. Please rate your satisfaction with the youth sport program of soccer projects on the following:

	Extremely Satisfied	Somewhat Satisfied	Only a little Satisfied	Not Satisfied	Very Not at all Satisfied
Met Expectations (Participant had a Positive experience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accomplished Objectives as stated in Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease of Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participant Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport Facility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules of play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Officiating (games that were					

played in this program)

Program Fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. All aspects of the programme reflect the overall aims and they designed to achieve them.

Strongly  Agree  Disagree  Strongly  
Agree  Disagree

6. The programme often delivered exactly as designed and planned.

Strongly  Agree  Disagree  Strongly  
Agree  Disagree

7. All programme elements and teaching strategies being delivered as intended.

Strongly  Agree  Disagree  Strongly  
Agree  Disagree

8. The programmes are producing the intended sport development and individual benefits.

Strongly  Agree  Disagree  Strongly  
Agree  Disagree

9. Does the coaching staff treats all children with respect and gives meaningful opportunities to learn skills and participate fully?  Yes  No

10. Does the coaching staff challenge and articulate expectations appropriately?  Yes  No

11. Does the coaching staff provide a wide variety of opportunities for developing fundamental skills prior to position specialization?  Yes  No

12. Environmental/resource changes have impacted on the delivery of the programme (e.g. reduced access to facilities)

Strongly  Agree  Disagree  Strongly  
Agree  Disagree

13. Are development pathways provided for talented athletes and coaches to pursue careers at a higher level?  Yes  No

If you say yes, please explain .....

14. Are development pathways provided for administrators and leaders to develop careers in sport?  Yes  No

If you say yes, please explain .....

15. For each of the following statements, indicate how much you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is well organized and sufficient competition programs held regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school programs and the training programs are well integrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The practice and competition areas are safe, inspected regularly and maintained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency medical forms, first-aid supplies and personnel are available and easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How well did the program meet your expectations overall?

Exceeded my expectations                       Met my expectations   
Partially met my expectations                       Did not meet my expectations

17. Finally, are there any aspects of the youth Sport programs of soccer projects that you would like to comment on, or which you think could be improved?.....  
.....  
.....

THANK YOU VERY MUCH FOR YOUR TIME TO ANSWER THESE QUESTIONS

## Appendix C

### Addis Ababa university faculty of natural science department of sport science

Questionnaire filled by trainees

Dear Trainee, you are politely requested to give your genuine responses for the following questions. Your responses are helpful for my research on the implementation and challenges of the youth soccer project of Addis Ababa.

I would like to thank you for your cooperation.

1. Are you:

Male

Female

2. What age are you?

10 years old  15 years old

11 years old  16 years old

12 years old  17 years old

13 years old  18 years old

14 years old  19 years old

3. How long have you been involved with the youth Sport Programme?

First visit

Less than 6 months

6 month to 1 year's

3 years

Over 3 year's

4. How often do you attend Sport sessions?

Every day

Three days a week

Once a week

More than three days in a week

5. (i) what sport(s) do you take part in at youth Sport?

Football

Basketball

Volleyball

(ii) How often do you take part in this sport at youth Sport?

Every time

Some times

Not very often

(iii) Do you think this is enough?

Yes

No

(iv) Did you play this sport before going to youth Sport?

Yes

No

6. Have you taken part in any youth Sport tournaments/festivals/competitions?

(Note: You will need to define relevant events)

Yes

No   Go to Q 9

7. How many tournaments have you taken part in?

[You may wish to specify a time period: in the last 3/6/12 months]

Once

2-3

4 or more

8. Do you think the competitions are enough?

Yes

No

9. What do you most enjoy about the youth Sport Programme of soccer projects?

Below is a list of things that you might enjoy. If the things that you most enjoy are not on this list then write them in.

Pick the top 3 most enjoyable aspects (1= most enjoyable...)

[Note: You can add to the list based on your experience or to explore particular aims]

Making new friends

Having fun

Learning sports skills

- Being a member of a team
- Getting fit
- Winning the local league
- Possibility of international trips

Other (please write in) .....

10. Would you like to attend youth Sport more often?

- Yes
- No

Go to Q 10

11. If No, what is the MAIN reason that you not attend more often?

- My parents do not allow me
- I have to do school work
- I have to do domestic work
- I have to look after brothers/sisters
- I have a job
- The opportunities are not provided by youth Sport

Other .....

12. What were the main reasons why you started taking part in this programme?

*(Do not prompt. Rank all main factors mentioned, 1 being the most important)*

- My friends come here
- Unemployed and have time
- It is local/accessible
- Could not get this activity anywhere else
- It is cheaper than elsewhere
- I wanted to get fit
- Concerned about my health

I wanted to meet people

To lose weight

Other (*write in*) \_\_\_\_\_

13. How much do you think you have learned from your youth peer leader about the following?

[Note: This can be adapted to explore other relevant aspects of your programme]

	A lot	Quite a lot	A little bit	Nothing
Sports skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HIV/AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. For each of the following statements, indicate how much you *agree* or *disagree* with each statement:

	Strongly Agree	Agree	Disagree	Strongly disagree
I am good at sport and exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I only enjoy sport and exercise if I do it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it is important to keep fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel happy when I do sport and exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to be successful at sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do sport and exercise to be with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel good about myself when I do sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Thinking about yourself since you started taking part in youth Sport programme, indicate how much you agree or disagree with each of the following statements:

Since I started taking part in youth Sport program:

	Strongly Agree	Agree	Disagree	Strongly disagree
I feel more confident about my sporting abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident about myself generally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more positive about my future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident meeting other People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Overall how well did the program meet your expectations?

- Exceeded my expectations     Met my expectations
- Partially met my expectations     Did not meet my expectations

17. Finally, are there any aspects of the youth Sport programme that you would like to comment on, or which you think could be improved?.....

.....

.....

THANK YOU VERY MUCH FOR TAKING THE TIME TO ANSWER THESE  
QUESTIONS

## Appendix D

### Addis Ababa university faculty of natural science

### department of sport science

Questionnaire filled by parents

Dear parent, you are politely requested to give your genuine responses for the following questions. Your responses are helpful for my research on the implementation and challenges of the youth soccer project of Addis Ababa.

I would like to thank you for your cooperation.

Personal data:

Age group: 20-25  31-35

26-30  36-40

Sex: Male

Female

1. What sport did your child participate in?

Soccer  Basketball  Volleyball

2. What age group did your child play in?

3-4yr  5-6 yr  7-8 yr  9-10 yr  11-12 yr  13-15 yr

3. Please rate your child's coach    Excellent  Good  Fair  Poor

4. Would you allow your child to participate in more Youth Sports Programs through soccer projects?  Yes  No

5. Are you willing to support your child's interests and realize that having fun is the most important reason that children choose to participate in sport and physical activities?

Yes  No

6. Are development pathways provided for talented athletes and coaches to pursue careers at a higher level?  Yes  No

If you say yes, please explain .....

7. Are you willing to provide the necessary time and assistance (i.e., encouragement, transportation, meeting attendance, volunteering, observing) each week to ensure a successful experience?  Yes  No

8. Are you willing to discuss in private any concerns you have with the coaching staff?  
 Yes  No

9. Are you willing to act supportively of the coaching staff as teachers of your child?  
 Yes  No

10. Are you willing to respect and follow the rules and procedures of the youth sport program or organization that is providing the program for your child?  Yes  No

11. Are you willing to adjust family time as necessary to support your child's participation?  
 Yes  No

12. Are you willing to support your child's active involvement by emphasizing participation, skill development, cooperation and teamwork?  Yes  No

13. Are you willing to be a supporter who focuses on the positive aspects of youth sport programs?  Yes  No

14. How well did the program meet your expectations overall?

Exceeded my expectations

Met my expectations

Partially met my expectations

Did not meet my expectations

15. Finally, are there any aspects of the Good Sport programme that you would like to comment on, or which you think could be improved?

.....  
.....  
.....

THANK YOU VERY MUCH FOR TAKING THE TIME TO ANSWER THESE QUESTIONS

## Appendix E

### ADDIS ABABA UNIVERSITY FACULTY OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE

**Table 24 observation check list**

No		Excellent	Very good	satisfactory	Unsatisfactory
1	Manual				
2	Documentation of all programs				
3	plans				
4	Training program				
5	Attendance records				
6	progress reports				
7	Communication				
8	personnel files				
9	Feed back				
10	personnel files				
11	photographs				















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## Appendix C

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