

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

THE PRESENT STATUS AND FUTURE PRESPECTIVE
OF ADDIS ABABA ATHLETICS PROJECT

BY
YEZINA MUNIE

September 2012

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ATHESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
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SCIENCE

September 2012

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Above all I wish to express my sincere and deepest thanks to my god for helping me to continue my education without any obstacle.

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Acronyms /ABREVIATIONS/

AAAF - Addis Ababa Athletics federation

AASC – Addis Ababa Sport commission

ABCS – Agility, Balance, Coordination, Speed

EOC – Ethiopia Olympic committee

EAF - Ethiopia Athletics federation

IAAF – International Association of athletics federation

FDRE – Federal Democratic Republic of Ethiopia

N – Total population

n- Sample population

Abstract

The main objective of this study is to know the present status and to fore ward the future perspectives of Addis Ababa athletics project and to point out the factors that affect the training program. For the study the researcher took 10 sub cities by simple random sampling and used 15 project training stations for data collection taking all the training stations at randomly. Data were collected by using observation, questionnaire and interview. The data was analyzed using percentage for the quantitative data and by categorizing in to their implications for the qualitative data. The main outcomes of the study are the training project facilities and equipments are not sufficient, the stakeholders follow up and support of the training project is very low, all the trainee have no pocket money, majority of the project trainee like athletics sport and they are interested by the training project, project trainee do not get proper nutrition after training and majority of the coaches and the facilitators think of the project can last long. So there should create opportunities for the investors to support the training project and all the stake holders should strength the training project continuous follow up and give attention for training project.

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Appendix -A

**ADDIS ABABA UNIVERSITY
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ADDIS ABABA**

Questionnaire to the Addis Ababa city project trainee

This Question is designed for academic purpose only.

Questionnaire number 01

Dear trainee this questionnaire is prepared in order to understand /know/ the situation (present status) and to fore cast the future perspectives of the Addis Ababa city administration Athletics project. Your correct information's make the study complete .I thank you for taking your time to respond to my Questions.

1. your age ----- Your sex M..... F.....
A/ 9 -12 B/ 13 -14 C/ 15 -17 D/ above 17
2. Educational level
A/ Grade 5th B/ Grade 6th C/ Grade 7th D/ Above Grade 7th
3. Do you like Athletics sport?
A/ Yes B/ No C/ I like very much
4. How did you decide to train the athletics project training?
A/ Family influence C/ school teachers influence
B/ Friend influence D/ with my interest
5. Are your family supporting you to participate in the project training?
A/ Yes B/ No
6. How many days are the training per week?
A/ one day B/ Two day C/ three day D/ above three day
7. Are the school teachers supporting the project training?
A/ Yes B/ Medium C/ Not support D/ I do not know

8. Are the project training facilities and equipments available on time?
A/ Yes B/ No C/ some times
9. Are the training environment conducive for the training?
A/ Yes B/ No
10. The behavior of your coach is
A/ good B/ Very good C/ Excellent
11. Do you eat properly after training?
A/ Yes B/ No C/ Some times
12. Do you have sport wears ?
A/ No B/ Yes
13. Is their pocket money?
A/ Yes B/ No C/ some times
14. Who supports (financially) the project?
A/ EAF B/ AAAP C/ AASC D/ no
15. Do you think the project (inter project) competitions are enough?
A/ Yes B/No C/ Some times
16. Have you ever injured?
A/ Yes B/ No C/ Some times
17. For how long are you in the project?
A/ 6 months B/ one year C/ 1.5 years D/ Above 2 years
18. Do you want to transfer to clubs?
A/ No B/ Yes C/ right now

Thank you!

Appendix -B

**ADDIS ABABA UNIVERSITY
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DEPARTMENT OF SPORT SCIENCE
ADDIS ABABA**

Questionnaire to the Addis Ababa city project Coaches

This Question is designed for academic purpose only.

Dear coaches this questionnaire is prepared in order to understand /know/ the situation (present status) and to fore cast the future perspectives of the Addis Ababa city administration Athletics project. Your correct information's make the study complete .I thank you for taking your time to respond to my Questions.

1.Your Age? **Your sex** Female ----- Male -----

A/ 18 — 20 B/ 21 — 24 C/ 25 — 30 D/ above 30

2.Educational level?

A/ 12 complete B/ certificate C/ diploma D/ Degree and above

3.Coaching training level /license/?

A/ 1st level B/ 2nd level C/ no course taken

4.How many years are you in the project?

A/ one year B/ two year C/ three year D/ above three year

5. Do you have sufficient time in order to coach the project?

A/ Yes B/ few

6.Are the training project facilities and equipments sufficient?

A/ Yes B/ No C/ Yes ,but not enough

7.Are the project trainees interested by the training?

A/ Yes B/ No

8.Is the trainee age selection criteria perfect?

A/ Yes B/ No

9.Are the number of the trainers in the training station sufficiently? How many athletes you coach female ----- male -----

A/ Yes B/ No C/ Insufficient

10.Are the support of the sport commission and the sub cities sufficient?

A/ Yes B/ No

11. Are the stakeholders follow up and support the project training?

A/ Yes B/ sometimes c/ No

12. How many days per week you trainee?----- For how many hrs/day?-----

A/2 days for 2 hours B/3 days for 2hours C/3 days for 1 hour

13. Are the training environment suitable for the training?

A/ yes B/ No

14.How is the perception of the trainee towards the project?

A/ good B/ Excellent C/ Medium

15.Who is the immediate stakeholder?

A/The sub cities B/ AAAF C/AASC D/ EAF

16.Are you paid?

A/ Yes b/ No

17.Is the support up to your expectations?

A/ No B/ Yes C/ Yes, but not sufficient

18.Do you think the projects can last long(longevity)?

A/ Yes B/ No

19.Are the funds sustainable?

A/ Yes B/ No

20.Are you happy about the overall condition of the project?

A/ Yes B/ No

21.Are there gender equality in the project training? (---- boys and----girls)

A/ yes B/ No

22.Do you have assistant coach in the project training?

A/ yes B/ No

23.Are you motivating the trainee during the training period?

A/ yes B/ No

24. what is the present status of the project training according to you ?

What makes it sustainable ? -----

Thank you

Appendix -C

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ADDIS ABABA

Questionnaire to the Addis Ababa city project facilitator

This Question is designed for academic purpose only.

Dear facilitators this questionnaire is prepared in order to understand /know/ the situation (present status) and to fore cast the future perspectives of the Addis Ababa city administration Athletics project. Your correct information's make the study complete .I thank you for taking your time to respond to my Questions.

1. Your Age? Your sex Female ----- Male -----
A/ 20 – 25 B/ 26 – 30 C/ Above 30
2. Educational level?
A/ 12 complete B/ certificate C/ diploma D/ degree and above
3. Are facilities and equipment available for the project training?
A/Yes B/ no C/ small amount
4. Are the training project budget and materials used for the targeted objective?
A/ yes B/ No
5. Are the project training give within the schedule?
A/ Yes B/ No
6. Are the project coach give the training with in the given time?
A/ Yes B/ No
7. Are there 1st Aid material available when injuries happen during the training?
A/ Yes B/ No
8. How many days per week you train? ----- For how many hrs/day? -----
A/2 days for 2 hours B/3 days for 2 hours C/3 days for 1 hours

9. Are the stakeholders follow up and support the project training?
A/ Yes B/ No
10. How many days the follow up and supervision takes place in the project?
A/ day to day B/ one week C/ one month D/ above two month
11. What is the coaching style of the project coach?
A/ good B/ very good C/ Medium
12. Who is the project immediate stakeholders?
A/ sub city B/ Addis Ababa Athletics Federation
C/ Addis Ababa sport commission D/ Ethiopia Athletics Federation
13. Are the funds sustainable?
A/ Yes B/ No
14. Do you think the projects can last long(longevity)?
A/ Yes B/ No
15. Is the support up to your expectations?
A/ No B/ Yes C/ Yes, but not sufficient
16. Who support financially the project?
A/ Ethiopia Athletics Federation B/ Addis Ababa Athletics Federation
C/ Addis Ababa sport commission D/ sub city
17. Are the trainee injured during training?
A/ Yes B/ No C/ some times
18. Do you think the project (inter project) competitions are enough?
A/ Yes B/ No

19.Are the trainee have training shoes?

A/Yes B/No

20. Are the trainee have pocket money?

A/Yes B/No

21 .Are the trainee eat properly after training?

A/Yes B/No C/some times

22 . What is the present status of the athletics project training? -----

Which things are fulfilled in the future to give the training effectively?-----

-----::

Thank you!

Appendix -D

**ADDIS ABABA UNIVERSITY
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ADDIS ABABA**

Interview question for coaches and facilitator

1. Do you believe that training area is convenient to the trainees?
2. Do you think that there are sufficient facilities and equipment in the station? If not why?
3. As a professional, what do you suggest about the main problem of this athletics project training?
4. To achieve the objective of this athletics project as a coach what is your comment?

Appendix -E

Observation check list

General information

1. Date of visit
2. Observed sub city
3. Number of the trainee
4. Length of the training period
5. Number of training day per week

Bio data of the coach being observed

Sex

Coaches training level /license/

Years of experience in coaching

No	Observation point	poor	good	Very good	excellent
1	Does coach present on time in the station?				
2	Trainees families and other stakeholders are support the project training?				
3	The project coaches can they use d/t teaching materials and coaching style to be attractive during their training session?				
4	Selection criteria for project coaches?				
5	Age appropriate of the trainee				
6	Giving attention for the project by the stakeholder?				
7	Equipment and facilities for the project training stations?				

DECLARATION

I hereby, declared that this is my original work .it has not been presented for a degree in any other university and that all sources of material used for thesis have been dually acknowledged.

Name Yezina Munie

Signature

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

Name : Dr .Bezabih Wolde

Signature

Date

In Addis Ababa the project launched in 2000 E.C in 10 sub cities. The project includes athletics, foot ball and volley ball. The main objective of the project training is to develop the regions sport by hunting the talented boys and girls and by giving the training to them to get good results and satisfactions.

In the result in the last 4years in the given project training to be effective and the training followed by the stakeholders which are the Addis Ababa sport commission. And Addis Ababa education bureau together. In addition to them there are the technical committees in all the training station.

There are three sport projects in Addis Ababa namely foot ball, Athletics and volley ball. As MSC- candidate majoring athletics, I decided to investigate athletics projects in 10 sub cities of Addis Ababa. As part of administrative staff for sports I want to involve to critically investigate the projects to feel their present status and then to predict the future. Hence the following points are the core issues of the study.

- The theoretical background for the athletics project
- The historical background for the athletics project
- The nature of the project
- The owner ship
- Is there gender equity
- How is the follow up
- The talent identification mechanisms
- The living and training conditions of the athletes
- The budget (logistics) and the sustainability of the project its income
- The role of Ethiopian athletic federation

And what are the possible solutions for the existing problems and to see the future perspectives of the Addis Ababa athletics project. In order to conduct the study, the researcher forwarded the proposal which includes background of the study, objectives, significance, scope, , statement of the problem review of literature, methodology, budget and the work schedule one after the other.

1.2 . Statements of the Problem

A project has many activities in Addis Ababa. However there are many problems to achieve the goals of the project so to identify the problems of the project the researcher will try to find answers for the following research question.

1. What are the roles of Ethiopia Athletics Federation, Addis Ababa Athletics Federation, Addis Ababa sport Commission in Addis Ababa Athletics projects?
2. Is there gender equity?
3. What are the trends of coaching in that projects?
4. Are the projects sustainable?

1.3 . Hypothesis

2. The hypothesis of this research is “The established projects may not fulfill basic requirements for a project” and are not long living.
3. Lack of coordination between the federal sports commissions the Addis Ababa sport commission, the Ethiopian athletics. Federation, the Addis Ababa athletics federation and the trading facilitators face a problem for the effective training of the project.
4. The selection of the coach and the talented area may be a problem of athletics in the 10 sub cities.

1.4. Objectives of the Study

General objective

The objectives of this research is to know the present status and to fore ward the future perspectives of Addis Ababa athletics project and to point out the factors that affect the training program.

Specific objective

This study have the following objectives.

1. To find out the present status of the Addis Ababa athletics project.
2. To known the sustainability of the Addis Ababa athletics project.

3. To identify the strength and the weakness of the Addis Ababa athletics project.
4. To identify the stake holders roles in the Addis Ababa athletics project.

1.5. Scope of the Study

The study is delimited to Addis Ababa athletics project and its current status and the future perspectives of the project which are in the 10 sub cities of the Addis Ababa city administration.

1.6. Significance of the Study

The prime interest of the research is to know the situation of the current (present) status and to see the future perspectives of the Addis Ababa athletics project and to identify the major problems that face in the training station of the 10 sub cities Athletics project in the Addis Ababa City Administration.

The following points are some of the importance of the study.

1. It may show direction about the present status and the future perspectives of the Addis Ababa athletics project, in the 10 sub cities.
2. It helps to create awareness for the owners and the stakeholders about the critical problems that hinder for the effective training of the athletics project in the 10 sub cities.
3. It helps for the appointed officials about how they can generate finance for the effective training of the athletics project, and for its longevity

1.7. Limitation of the study

This study has its own limitations. Primarily there is no written and sufficient information on the problem under taken. there is insufficient reference books to develop the review of the related literature. The researcher had financial, time and material constraints to carry out the study. In addition to these problems, some Athletes where involuntary to fill the questionnaire these obstacles exert a negative influence on the researcher work.

1.8. Definition of terms

- **Athlete :** - A person who trains to compete in physical exercises and sports especially running, jumping and throwing.
- **Athletics:-** physical exercises and competitive sports especially In field and track meeting.
- **Coach:** - a person who trains people in athletics
- **Facility:** - inputs of sports training infrastructure (the ability to learn or do things easily).
- **Facilitator:-** a person that make something happen more easily
- **Trainee:** - a person being trained for athletics.
- **Trainer:** - a person who trains athletes, also called coach
- **Project :-** a piece of work that is organize carefully and designed to achieve a particular aim.

CHAPTER TWO

2. REVIEW OF THE RELATED LITRATURE

2.1 Developing the athlete

2.1.1 Athlete Development Long Term Approach

The main concept of athlete development involves taking a long term approach to athlete development and training. This long term approach is designed to help individuals of all ages and abilities to optimize their development and reach their potential. As you begin to understand the background to this long term approach, you will understand why it is recommended by the IAAF for all coaches and athletes. Effective coaches choose a long term approach as it helps them to improve their athletes year after year, possibly until after the age of 40, the time when the body's biological clock causes performance to decrease. Even then, it will help athletes to get the best form what they have. In its simplest form athlete development relates the structure and nature of training at any time to where an individual athlete is on their developmental pathway. This means that individuals are, "doing the right things at the right time" for their long term, not necessarily immediate development. Many people in sport have pointed out that much of what comprises athlete development is not new knowledge. The vast majority of the knowledge on which it is based is widely accepted and has been used as a foundation for physical education teaching and coaching practice for many years. The difference that the athlete development program brings is an organization and structuring of this approach for coaches to use. It has the potential to create abettor integrated development system for everyone who is involved with athletes and to motivate athletes to stay in the sport. **(Thompson 2000)**

The long term athlete development approach is an organized approach toward achieving the optimal training, competition and recovery throughout an athlete's career.

It recognizes that any individual, who has just commenced athletics, has different needs from and capabilities for training than someone who has been doing it for longer.

This is true no matter what age an athlete starts being involved in athletics and emphasizes the importance of coaches knowing the training age, as well as the developmental age, of each athlete they coach.

Sports scientists have reported that there are critical periods in the life of a young person in which the effects of training can be maximized. They have also concluded that it can take anything from eight to twelve years of training for a talented athlete to achieve elite status. This has led to the development of athletic models, which identify appropriate training aims at each stage of the athlete's physical development. (Mackenzie B, 2006)

2.1.1.1 Stages of athlete development

According to **Thompson(2000)**, Providing a uniform athlete development pathway within a late specialization sport like athletics means that we can recognize a five-stage athlete development model. The progressive nature of this five stage model guides athletes from the kids Athletics stage, Multi-,Event Group Development, Specialization through to the performance stage the five stages of development can be understood as,

Stage 1- The Kids Athletics Stage

The first stage for athlete in the IAAF development pathway is Kids Athletics, reflecting the well established IAAF Kids Athletics training and competition program designed for young children.

The Kids Athletics developmental stage should be a structured and fun introduction to athletics like activities, with an emphasis on developing basic fitness and foundation movement skill.

It emphasizes such skills as the ABCs of movement : Agility, Balance, Coordination and speed, the ABCs of athletics walking ,running, jumping and throwing and the movement skills related to body awareness and to hand –eye and foot-eye coordination.

All these foundation skills and movements add together to provide a vocabulary of movement which are referred to as physical literacy. To develop this basic physical literacy there should be participation in as many plays, or play like, games and movement patterns as possible.

The annual plan should have no periodisation structure but there should be a well planned of basic conditioning with proper fitness and skill progressions that are monitored regularly .Competition can take place at any time but training is not structured for or specific to competition.

Ideally children will commence Kids Athletics between 6 and 9 years of age and will continue until physically, socially, emotionally and skillfully they are ready for the next stage of development .If individuals commence their activity at an older age , they should still achieve a minimum training age of 2 years before moving on to the second stage . If it is an adult who is commencing athletics, they may not go through the Kids Athletics stage but their physical literacy must be assessed. Any areas of poor physical literacy should be addressed by the coach providing appropriate remedial activities.

Stage 2 – The multi – Events stage

The second stage of development is called the Multi-Events stage where all individuals now learn how to train and develop their athletics skills. For young athletes this means participating in and learning all the events of athletics, along with basic technical competition and tactical skills. Although the focus is on training, competition can be used to test and refine skills at any time of the year.

During this stage the young athlete is learning how to train and they should be introduced to an understanding of the importance of an active, dynamic warm up, an effective cool down and flexibility work.

They should also learn the importance of a healthy diet through nutrition and hydration, rest, relaxation and sleep. The training environment should also be place for positively developing the basic mental skills that underpin performance and continued participation such as the four Cs, concentration, commitment, control and confidence.

In this stage, training can begin to be planned in a periodised way but because of the need to build a solid base the training year should only have one macro cycle, making it a single periodised year.

Stage 3- The Event Group Development Stage

The third stage is the event group development stage and is sometimes referred to as the stage for building the engine. During this stage there is an emphasis on greater individualization of fitness and technical training. For young athletes this is the time to begin to focus on an event group rather than all events. But they are a runner and walker rather than an 800m athlete a thrower rather than a javelin thrower a jumper rather than a triple jumper. As athletes enter this stage some enjoy highest potential for the performance in the combined events will show excellent physical literacy in the previous Multi Events stage of development.

If the athlete is in this stage between the ages of 13 and 17 they undergo some critical changes in relation to their physical development. This physical development will also probably have significant influences on the athlete's skill development and also on their mental and social development. It is also during this stage that the importance of having confidence in their abilities and competence to perform basic sporting skills is crucial for the individual athlete. These is not only in term of their performance development but, crucially in terms of whether they choose to keep participating in athletics or not . The emphasis in this stage on training which is predominantly high in volume and low in intensity and the time commitment to training will increase for both athlete and coach. There are now specific targets for each competition undertaken with a view to learning basic tactics and mental preparation. The reason that many athletes reach a performance plateau during the later stages of their careers is primarily due to an over emphasis on competition instead of training during this stage which makes it a significant period in their athletics development .The training year may be either a single or double periodisation structure but the longer that single periodisation is maintained the better the athletes foundation for the future .

Stage 4- The Specialization Stage

With the entry to the fourth stage specialization comes a fine tuning of the engine there is a continued emphasis on physical conditioning, maintaining high volume training but now with increasing intensity at appropriate times of the year.

The athlete now will tend to focus on an event or a small number of events. Individual strengths and weaknesses are now more clearly identified and action can be taken to improve these.

There is a gradual shift toward performing techniques and tactics in a variety of competitive conditions during training which increasingly model competitive environments. The coach will focus on optimizing preparation both physically and mentally. The training year may again be either a single or a double periodised plan and for the first time, competition will influence the structure of the annual plan.

Stage 5 – The Performance Stage

The final stage of preparation and participation in athletics is the performance stage and will last until the individual retires actively competing. The emphasis now is on further specialization and where possible and appropriate, performance enhancement. All of the athlete's physical, technical, tactical and mental capacities should now be fully established with the focus shifting to the optimization of performance at whatever level.

All athletes can now be trained to peak for specific competitions and major events whether those competitions be the Olympics a regional competition or a local meeting or event with each aspect of training individualized. An individual's annual plan may show either single, double or multiple periodisation, depending on the event being trained for and taking in to account the athletes personal needs and circumstances.

To summaries athlete development even if an athlete misses the optimum biological ages for each development stage indicated for the five stages of the IAAF athletes development pathway

The pathway should still apply. No matter what the athlete's age following the stages of the athlete development pathway permits a progressive introduction to and development in athletics.

Research has shown that that chronological age is not a good indicator on which to base athletic development models for athletes between the ages of 10 to 16 as within this age group there is a wide variation in the physical, cognitive and emotional development. . **(Thompson 2000)**

2.2 ADDIMINSTRATION AND ORGANIZATON

Sport management existed for quite a long period of time and it always accompanied sport as its essential part. Naturally, it had different forms and differed from the notion of sport management as it is defined nowadays but such activity is known from ancient times.

At least ancient Greeks practiced such an activity and probably they may be called one of the founders of sport management. This fact proves the importance of sport and sport management for people of all times. It was and it remains to be as important for people as their health sine sport provides health for people and sport management provides effectiveness of sport for all its participants. (**Porter 2008**)

Nowadays sport management becomes more and more important because as many other things in the modern world sport is business and consequently it needs effective management that, in its turn, demands the preparation of well-qualified specialists in this domain. At the same time sport management is not only business. As sport so sport management are social phenomena for it involves not only professionals, for whom sport is their main source of earnings and actually it is their life, but also there is a huge category of amateurs, for whom sport is just a hobby but they still need sport management to practice sport as effectively as possible. So, taking into consideration the role of sport and sport management in the modern world, I would like to discuss this phenomenon in my article and focus my attention on the notion of sport management itself, its history, and prospects for all those who either on their way or already work in this field. Sport management is a field of **education** concerning the **business** aspect of **sport**.

Some examples of sport managers include the front office system in professional sports, college sports managers, recreational sport managers, sports marketing, event management, facility management, sports economics, sport finance, and sports information. Many colleges and universities offer bachelors and masters degrees in sport management. The Master of Education in sport administration will prepare you for a career within the expanding sport industry.

The program combines the academic strength of a Xavier education with the opportunities of the Cincinnati sport industry. You will study areas such as sport management, sport marketing, sport finance, personnel and legal issues and NCAA rules and regulations. The program will develop your leadership skills and prepare you for success in one of today's fastest growing industries.

(Porter 2008)

2.2.1 The Role of Sport Management

First of all, it is necessary to start with the definition of sport management. In order to understand any phenomenon, we have to know what is implied by its definition and interpret it correspondingly. Speaking about sport management, it is possible to say that there may be different interpretation of this notion but the main point of all definitions remains practically the same, in other words it may change its form but its content, its basic principles remain the same. On analyzing different points of view on sport management, it is possible to make a general conclusion and give certain conclusion what it actually is. On doing this, I would prefer to define sport management as follows: "Sport management is a goal-oriented social process within a sport enterprise using pragmatic self-determined goals involving the selection of appropriate strategies and provisions for directing the work of the sport enterprise, and the control of performance in an effort to meet the objectives of the organization. Such a definition provides probably the best description of sport management and its main characteristics which permit to understand the essence of this phenomenon. (Nilson 2006)

Naturally, there may be different view on sport management but it is obvious that any sport organization have to have its goals to achieve. The latter may be done only with the help of sport management that can organize all the staff of the sport enterprise and mobilize all its forces for achievement its goals.

At the same time, simply to organize the work of a sport organization is not enough. It is necessary to control the fulfillment of the main tasks each department or even each person within the organization has to do.

But such a definition helps to realize what sport management is at large. At the same time it is necessary to take into consideration the position of those people who work in this field and for all those people who are currently working or are going to work in this sphere sport management is not just a profession it is rather a set of different professions, basically of administrative character which provide a person's ability to fulfill his or her duties as a sport manager.

(Nilson 2006)

Obviously, management remains management even in such a specific domain as sport, particularly if we speak about professional sport which nowadays is more than sport. It is a great business and it is enough to have a look at such monstrous sport associations in North America as NHL, or NBA, for instance, it will be evident what kind of business it is and how profitable it may be, naturally on the condition if the management is effective, well planned and the execution of the main tasks is thoroughly controlled. At the same time we should remember that sport or any sport organization is more than a commercial enterprise it is also a social phenomenon since very often sport plays very important role in the life of certain groups of people or even whole countries. For instance, in the ancient world, namely in Greece, any wars were forbidden during the period of the Olympic Games. So the organization of the Olympic games played a significant peacemaking and consolidating role in the ancient Greek society. Unfortunately, nowadays we can hardly find an example like this but still sport remains very important for any human society and proper organization of sport events as well as effective functioning of numerous sport enterprises remains extremely significant for people in any country in the world. **(Nilson 2006)**

2.2.2 Sport Management: Education and Career Opportunities

taking into consideration the role sport and consequently sport management play in the modern world, we can presuppose that sport organizations need a great number of well-qualified specialists that could be provided only by professional education of such specialists on the highest level.

The current situation actually proves that the growing demand engenders the growing offer of sport management education which matches the basic demands to specialists in this field. But it is necessary to point out that such a trend has appeared recently, within the last fifty-sixty years. (www.sport and dev.org Retrieved 2012)

2.2.3 Sport, Recreation and Play

working with partners, UNICEF is mobilizing all levels of society to ensure every child has the right and opportunity to sport, recreation and play. The publication is intended to provide examples how sports is being used by UNICEF country offices around the world to achieve a variety of goals – from education to immunization to child protection to peace-building. (<http://www.unicef.org> Retrieved 2012)

2.2.4 Sport for Development and Peace:

Towards Achieving the Millennium Development Goals this UN Secretary General's report analyses in detail the potential contribution that sport can make towards achieving the Millennium Development Goals (MDGs). It provides an overview of the growing role that sport activities are playing in many United Nations' program and crystallizes the lessons learned. Written by the United Nations Inter-Agency Task Force on Sport for Development and Peace. (<http://www.unicef.org> Retrieved 2012)

2.3 International Association of Athletics Federations

The International Association of Athletics Federations (IAAF) is the international [governing body](#) for the sport of [athletics](#). It was founded in 1912 at its first congress in [Stockholm, Sweden](#) by representatives from 17 national athletics federations as the International Amateur Athletics Federation. Since October 1993 it has been headquartered in [Monaco](#).

Beginning in 1982, the IAAF has passed several amendments to its rules allowing athletes to receive compensation for participation in international athletics competitions. However, the IAAF retained the word “[amateur](#)” in its name until its 2001 Congress at which the IAAF's title was changed to its current form.

The IAAF's current president is [Lamine Diack](#) of Senegal. He became Acting President shortly after the death of the previous president, [Primo Nebiolo](#) of Italy in November 1999, and was elected IAAF President at the IAAF's 2001 Congress.

The IAAF has a total of 212 member federations (it had been 213 but at the November 2010 meeting of the IAAF Council it was announced that the Netherlands Antilles would cease to exist independently) divided into 6 area associations. (["IAAF National Member Federations". IAAF.org. Retrieved 2012](#))

2.3.1 Developing the skills of coaching

The process of coaching can be simply stated as a process of planning what you are going to do. Doing what you have planned to do and then reviewing what you done. This plan Do Review process of coaching is cyclical, repeated over and over, and it involves the skills of planning, doing and reviewing. Many coaches when questioned say that they enjoy the doing part of coaching most but all three areas combine to provide the coach and athlete with the best possible environment for progress and development . **(Thompson 2000)**

2.3.2 The Basic Skills of coaching

When a coach first begins to work with athletes he tends to be initially focused on developing his competence in the doing of his coaching. With this competence comes confidence in working with athletes. The competence of doing your coaching by identifying the five basic skills of coaching that all coaches should use as a foundation for their work with athletes.

The five basic skills of coaching

- Build and Develop Relationships
- Instruct and Explain
- Demonstrate
- Observation and Analysis
- Feedback

(Thompson 2000)

2.4 ETHIOPIA ATHLETICS PROJECT/EAF Projects/

2.4.1 . Sendafa Athletics Centre

Based on the decision of the-then Ethiopian Athletics Federation (EAF) committee, the decision to construct an ultramodern Athletics Village was made in February 2002. The country-wide fund-raising campaign that included lottery sales, donation, and a national telethon was organized by the Federation in 2003.

Located 41kms outside Addis Ababa, Sendafa is located in the Northern Shewa zone of the Oromiya region in Ethiopia. The location for the Sendafa Athletics Centre is 2000m above sea level.

The Sendafa Athletics Village was principally delayed due to a dispute between the EAF and the Ethio-Investment Promotions. That dispute has been resolved in court and the preliminary work in the construction of the project is now rapidly progressing.

A lot of preliminary work has been carried out over the last six months. A complete overhaul of project design has been done in order to make the design confirm with a full-fledged athletics facility. Soil testing, fencing, and area securing are also some of the works carried out.

At current estimates, the total cost of constructing the centre is around ETB 103million. At present, the Federation has around ETB 5.1million in its accounts for the project and has spent ETB 859,038 on preliminary work so far. Around ETB 27 million has been pledged by stakeholders.

([http; //www. Athletics Ethiopia.org.et](http://www.AthleticsEthiopia.org.et) retrieved 2012)

2.4.3 Youth Development Projects

As part of its mission to produce world class talented runners that go on to represent Ethiopia in international competition, the EAF has opened 26 youth development projects across all regions of Ethiopia.

These projects, which are run in collaboration with regional athletics Federations or regional sports and youth bureaus, each support 25 athletes.

Area	Distance from Addis Ababa	Area	Distance from Addis Ababa
Oromiya		Tigray	
Bekoji	247 kms	Maichew	600 kms
Assela	175 kms	Mekele	801 kms
Dodola	370 kms	Wekro	840 kms
Meaboko	385 kms	Edega-arbi	898 kms
Kuyu	170 kms	Shere	1087 kms
Amhara Region		SNNPs	
Debremarkos	315 kms	Moroch	300 kms
Dabat	826 kms	Arbegonna	400 kms
Kon	NA	Hagereslam	350 kms
Dessie	410 kms	Misha	252 kms
Debreberhan	133kms	Sore	250 kms
Harari		Dire Dawa	
Harar	535 kms	Dire Dawa	500kms
Beninshangul-Gumuz		Addis Ababa	
Metekel	589 kms	Addis Ababa	

(<http://www.athletics Ethiopia.org>. et retrieved 2012)

2.4.3. Athletics in Schools

In 2006, the Ethiopian Ministry of Youth and Sports and the Ministry of Education signed an agreement to open talent spotting centers in selected schools around the country. As per this agreement, athletics has been included in six schools around the country with talented students now able to combine their school work with athletics training. (<http://www.athletics Ethiopia.org>. et retrieved 2012)

2.5 . Addis Ababa Athletics project

In Addis Ababa the project opened from 2000 E.C with in 10 sub cities. The project includes athletics, foot ball and volley ball. The project training given in the last four years. The main reasons to give the project training are to grown up the regions sport and also by collecting the talents boys and girls and by giving the training to them get good result and satisfaction.

In the last 4years the given project training to be effective and the training followed by the stakeholders which are the Addis Ababa sport commission. And Addis Ababa education bureau together. In addition to them there are the technical committees in all the training station.

2.5.1 Organization and administration of the Addis Ababa project

1 .The main national Facilitator committee

- Federal sport commission _____Chairman
- Ministry of education _____ v/chairman
- Ethiopian Olympic committee _____V/chairman
- Sport facilitators _____secretary
- Federation presidents _____ member
- Region/city sport commissioners _____member

2 .The project facilitator Regional committee

- City administration council _____chair man
- City administration sport commissar _____ V/chair man

- City administration education bureau _____ V/chair man
- City administration sport facilitators _____ secretary
- City administration federation presidents _____ member
- Woreda sport office head _____ member

3. Woreda project facilitators committee

- Woreda sport council _____ chair man
- Woreda sport office head _____ V/chairman
- Woreda education office head _____ V/chairman
- Woreda sport office sport professional _____ secretary
- Woreda project sport committee _____ member
- Project stations school vice director _____ member

4 . City administration committee where the project is found

- Mayer of the city administration _____ chair man
- City administration sport commission _____ V/chairman
- City education bureau head _____ V/chairman
- Sport profession _____ secretary
- School administration _____ member
- Project trainer family representative _____ member

5 .The project station committee

- The school vice director _____ chairman
- Family reprehensive _____ member
- coaches _____ member
- worda sport facilitator _____ secretary

6. Training materials committee

- sport head facilitator _____ chairman
- sport professionals _____ secretary
- Agent facilitator professional _____ member

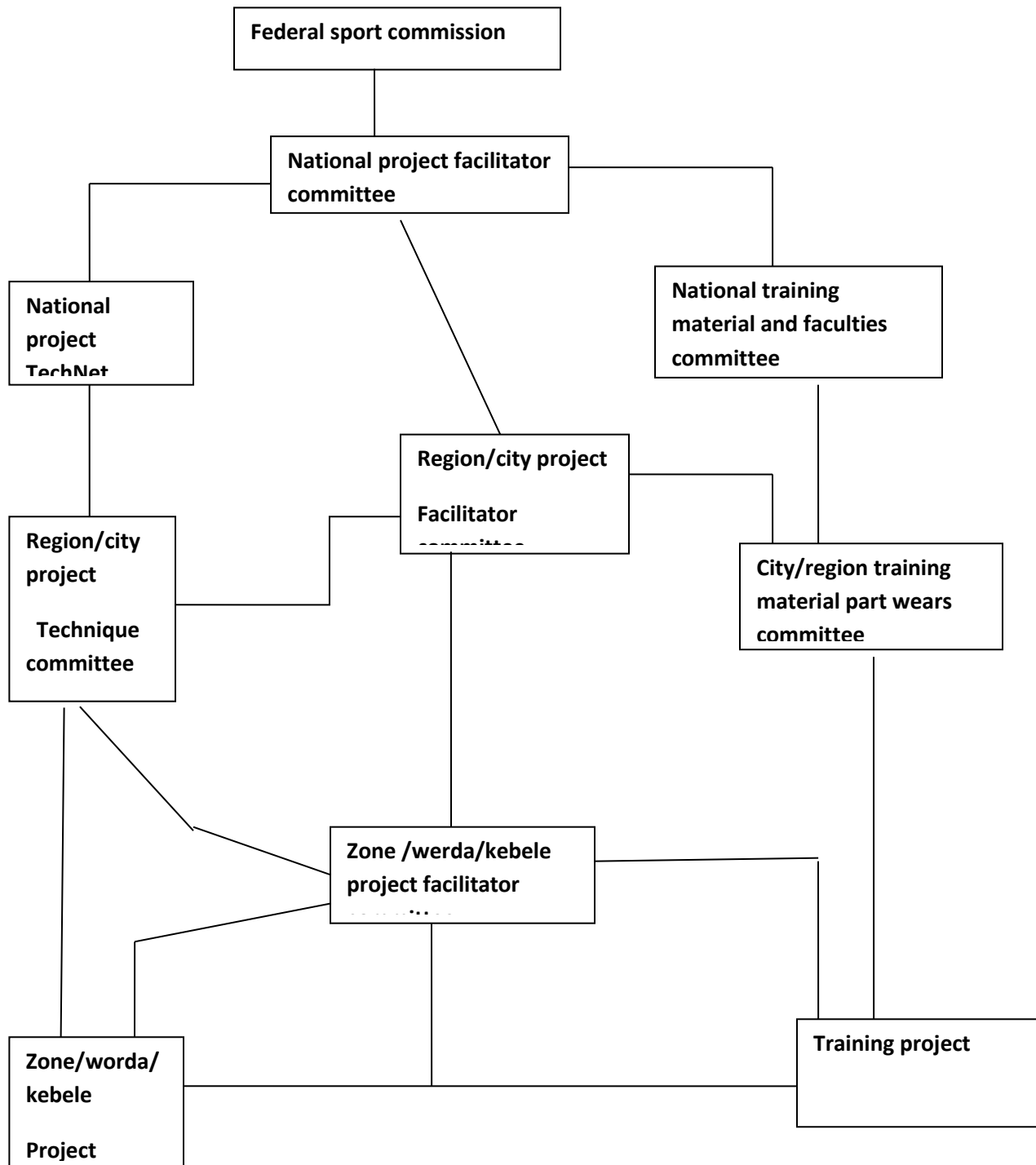
- Administration profession_____ member

7 . Technical committee

- Sport head facilitation_____ chairman
- Sport psychology presided_____ secretary
- School physical education teachers_____ member

(Federal sport commission 2003) (Amharic version)

8. National organization of the project



(Federal sport commission 2003) (Amharic version)

2.6. Stake holders and their Responsibility

2.6.1 Ministry of education

- Create favorable condition in the school which the project training is takes place.
- Create opportunities for the higher education institute to do researches and study around the sport and the project trainers.
- Give permission and support in order to build the sport agent facility in the school
- Make the school administrators direct participant for the tasks
- To make the sport professionals and Administrative staffs participatory in the project
- To create good opportunities for the students in order to take the training in addition to their normal class.
- Supporting when the competition is takes place not to disturb the teaching learning process
- Influence the project trainers familiars and the school community in order to support the training

2.6.2 . Federal sport commission

- Create new ideas where the country project training is sustainable
- Create opportunities for the countries project training wide spread and open new project station and also make the project trainer and the training have good result
- Prepare project documents for all levels of administrative sectors and implement it
- Create opportunities support the project by finically, human resource and by materials,
- Sign from other stakeholders
- At the end of the duration of the project based all the research create opportunity for the trainers.
- Follow up in the country level about the projects statistical dates and reports.
- Follow up the end result of the project trains in participating the national them in each level

- Mark discussion creating favorable conditions education institutions sport associations in each level of the government parts
- Make decision for the next project entrants in the sports training center and sports academy

2.6.3 National Federations

- Have current data about the project runners, project station, city /region, about the training station professional
- Fulfillment of the projects by finance human resource and materials
- Ascertain the project trinity manual schedule supportive by the stationary materials.
- Create the deferent mechanisms in order to grow up the project by study and research
- Make the projects competent, and prepare competitions of participate them
- Evaluate the current states of the project prepare reports
- Give capacity building training for the coaches those help the project and full fill administrative facilities

2.6.4 The trainees family

- Supporting the project trainees
- Follow up the healthy condition and the sanitation sanitary condition of the project trainees.
- Follow up the formal education condition of the project.
- Give permission for the project trainee when there is training and completion
- Participate by fulfilling the projects facilities and training inputs.

2.6.5 Region/city administration sport commission

- Accept and lead the project as a stakeholder/ownership
- Follow up the project training from selection up to the process of training
- By accepting the project requirement like human resource, finance and materials step by steps and administer it
- Select, give tasks and follow up the project coaches based the evaluation criteria

- Discussing around the project from d/f governmental and nongovernmental institutes about the consistency of the project
- Participate in the completion which is prepared by the nation wide
- Gather fall data information around the project and contains evaluation must be done
- Work together from the federal sport commission and national federation about the sustainability
- Budget allocation for the project from the region/city government

2.6.6 Region/city sport federation committee where the project is found:

- Gathering information from the beginning of the project and report for d/t
- Full filling the essential human resources, finance and material which are important for the project
- Create conducive environment for the project trainers participating in competition where the national federation prepared
- Observe the project training system and take correction about the tray system.
- By observe the current status of the project, the consistency of the project must be done.
- Give specials support and follow up the project training properly.
- Prepare check list for the project training and evaluate the training skill and fill the gap.

2.6.7 Ethiopia Olympic committee

- Participate in the capacity building tasks that support the project professionals
- Support the project by materials and finance
- Indicate the general directions and support the project within the national federation
- Full fill the sport were and supportive inputs

2.6.8. Sport clubs

- Give training at the end of the project session by taking the project trainers
- To be competent in the competition
- Participate in the national team
- When the project training is taken place give support for the coach

2.6.9 . Sport centers and academy

- By setting the criteria at the end of the project the trainer will be enter into sport centers and academy to take higher trading

- Give professional advices and counseling
- Great conducive environment for the project coaches to be beneficiary
- Capacity building work to be done for the project coaches
- To be competent in the national international level

2.6.10. Region/city administration education bureau

- Give special support in the school project in order to give the project training without any problem
- Have to be the formal education and the project training program will be takes place side by side
- The school administrate which is found in the city give appropriate support for the project

2.6.11. Woreda project off ice

- Follow up the project which is found in the woreda and register it
- Control the fulfillment of human resource finance and training materials of the project
- Evaluate the coaches and report about the project
- Follow up the project training manual implement properly
- Follow up the word's project training plan training attendance
- Follow up the project compaction
- Follow up the project information in modern type and property
- Control the project training materials and other in put and control the materials used in the right way
- Follow up the fulfillment of the coaches payment and sport wears
- Create conduces environment for the project coaches to get different course. **(federal sport commission 2004) (Amharic version)**

2.7 The coach's selection criteria

“C” Level coaches selection criteria

- Diploma in sport science and above
- Who attended the first level coaching certificates
- Healthy

- Age above 18
- How good conduct (behavior)

‘B’ Level coaches selection criteria

- Having BA degree in sport science
- Who attended second level coaching certificate
- Age between 22 – 45
- Healthy
- Successful in coaching
- How good conduct (behavior)

‘A’ level coaches selection criteria

- Have BA degree and above in sport science
- Who has taken instructor coaching training
- Age between 25 – 50
- Healthy
- Successful in coaching
- How good conduct (behavior)

2.8. The trainee selection criterion in Athletics

‘C’ level selection criteria

- Age from 10-12 or from below 13
- Basic skill in athletics
- Physical performance in all discipline

Running

- Volume
- Aerobic capacity
- Muscle fiber
- Heart beat/min
- Minima

Jumping

- power /energy
- An aerobic capacity
- Medical treatment
- Physical appearance/Biological age/
- Chronological age training in formation (duration)

“ B” level selection criteria

- Age level from 12-14 or below 15
- Technical skill
- Tactical skill
- Physical fitness
- Physical fitness in every discipline

Running	Throwing	jumping
volume	Strength	Anaerobic capacity
intensity	Energy control	Energy /power
Receiver		Energy /power control
Aerobic an /Aerobic/ capacity		
muscle fiber		
Heart beat /min		
minima		

- Medical treatment
- Chronological age /training in formation duration
- Educational level

“A” level selection criteria

- Age level from 14-16/below 17/

Physical fitness measurement criteria's

The athletes those in the training station there must be fulfilled the following physical fitness criteria's and measurements.

For Example

The athletes selected in running must fulfill the physical fitness measurements in middle distance and long distance running.

Running	Throwing	Jumping
volume , intensity	Strength	Anaerobic capacity
Recovery	energy control	energy
Recovery intensity		energy control
Anaerobic /Aerobic/capacity		
Muscle fiber		
Heart beat /minute		
Minima		
Medical treatment		
Winning tendency/effort		

(Federal sport commission 2004) (Amharic version)

Inputs which are used for the project /project's input

Human Resource

- The committee's from the federal sport commission up to the training station
- Instructors
- Coaches
- Trainers

Material resources

- Sports wear
- Sports equipment
- Consumable equipments

Finance

- Transportation
- Professional payment

Source of finance

- Federal sport commission_____15,998.187/30%
- Olympic committee_____15,998,187/30%
- National federation_____4,799,456.1/9%
- Region sport commission _____15,998,187/30%
- Training station woreda _____533,272,9/1%

(Federal sport commission 2003) (Amharic version)

The 10 sub city training participant

No	Sub cities	Trainers		Total	Number of coaches(level	Project facilitators	Age category	
		male	female				U-13	U-17
1	Kolfe keraniyo	13	12	25	1 (2 nd)	1	✓	
2	Arada	25	25	50	2 (2 nd)	1	✓	
3	Gullele	13	12	25	1 (1 st)	1	✓	
4	Addis ketema	25	25	50	2 (1 st)	1	✓	
5	Lideta	-	-	-	-	-		
6	Kirkose	38	37	75	3 (2 nd)	1	✓	✓
7	Bole	25	-	25	1 (---)	1	✓	
8	Nifas silk lafto	13	12	25	1 (----)	1	✓	
9	Yeka	25	25	50	2 (2 nd)	1	✓	
10	Akaki Kality	25	25	50	2 (1 st)	1	✓	
	Total	202	173	375	15	9		

(Addis Ababa sport commission 2004) (Amharic version)

2.9. Evaluation and follow up mechanisms

2.9.1 Federal sport commission

- Follow up the acceptance of the project by all the stake holders
- Follow up the organization of the different kinds of committees to implement the project
- Follow up the implementation of directions about the project by the different stake holders
- Follow up the fulfillment of the required human resources, finance and materials for the project
- A certain the selection of the coaches is the selection takes place based on the criteria or not.
- Fill the knowledge and the skill of the project coaches by giving different types of training
- Evaluate the project by different professionals are the project takes place in the direct or not

2.9.2. National Federation

- Follow up the implementation of the project based on the schedule
- By preparing different data collecting mechanisms collect data about the project training
- Follow up the project to have sufficient human resource, materials and facilities.
- follow up by the report system about the training situation of the region/ city administration project
- Follow up by sending professionals in the training station and give solution about the facing problems
- Follow up the capacity building tasks are giving in the right situation or not for the project coaches.

2.9.3 City /Region Administration sport bureau

- Follow up the selection of the project trainers based on the criteria within the city/region.
- Follow up the fulfillment of the project by facility, finance, human resource and by different materials.
- Solve the problem face during the training with the integration of the education be roué to make the training effective.
- Evaluate the manuals which are prepared by the national levels which is the manual implemented properly or not
- Follow up the project training and supported by competition by making essential preparation.
- Follow up the proper selection of the region/city representatives
- Follow up the project inputs which are found from the national federation are properly distributed and implements for the work of the project.
- Evaluate the zones and woredas report
- Ascertain the project are takes place according to the schedule
- Evaluate the proper implementation of the manuals and the plans prepared by the national level.
- Follow up the essential preparation of the project training and competitions are supportive.

2.9.4 Woreda training project committee

- Follow up the selection of the project trainers based on the criteria
- Follow up the fulfillment of the project inputs by finance, human resource and by training materials
- By coordinating with the woredas education office solve problems that face during the training
- Evaluate the implementation of the prepared manuals and plan with the professionals
- Follow up the project trainings are supported by competition

- Follow up the inputs are implement for the project purpose
- Ascertain the projects are takes place by the training schedule.

(Federal sport commission 2003) (Amharic version)

2.10 Project problems and their solution

2.10.1 Problems

- Insufficient finance support shortage of training materials and sport wear
- The project training time and the formal education schedule not goes ahead.
- Un payment of the coaches monthly salary on time
- The training fields may be used for other social school services
- Un use of the training fields for the project training
- It may used for other school services
- Un interaction b/n stakeholders dirty the training and not lead the training proper
- The selection criteria of the trainers and the coaches full fill standard
- Having insufficient knowledge skill to evaluate the training the competent

2.10.2 Solutions

- Full filling the required inputs for the tracing like human resources, finance and materials
- Discussing from d/t stake holders like sport commission offices education bureau by preparing program.
- Prepare standards to select both the trainers and the coaches and the selection must be done by professionals
- Prepare measurement

(Federal sport commission 2003)

CHAPTER THREE

3. Methodology

3.1 Methodology of the Study

The purpose of this study is to identify the present status and the future perspectives of the Addis Ababa Athletics project and how the project is doing in the 10 sub cities of Addis Ababa Athletics project and suggest some solutions to the implementation of the training and to get a positive finding at the end.

To meet the purpose of this study both qualitative and quantitative methods of data collection will be used. Quantitative method will be used to get information from appointed officials in the 10 sub cities athletics project facilitators, coach and trainee. In this approach descriptive survey will be employed to collect data. In the qualitative aspect interview will be used to collect data from the 10 sub cities athletics project coach and facilitator.

3.2 Population and Sampling Procedures

The study deals with the present status and the future perspective of the Addis Ababa athletics project and its training system in the selected athletics projects. There are in the 10 sub cities of the Addis Ababa city Administration.

The researcher used lottery method of probability sampling methods in order to select sample study population from 10 sub cities of Addis Ababa city Administration.

The whole (100%) of Addis Ababa sub cities are included in this study, the sample coaches and athletes were considered by using simple random lottery probability method and stratified sampling method (this is to fairly represent the female athletes).

There are 15 coaches' 375 trainee and researcher addresses 50% of trainee, there are 15 training stations in the 10 sub cities and the researcher addresses all sub cities.

In order to do this all, I will employ stratified sampling and simple random sampling method to select the sample athletes.

3.3 Respondents

The respondents of the research are the selected 189 trainees, 15 coaches and 10 sub cities sport project facilitators which are found in the 10 sub cities.

3.4 Methods of Data Collection

In order to obtain adequate (sufficient) information for the study, the researcher employee three types of data collecting tools; these are questionnaire, interview and observation.

- I. **Questionnaire:** - help to gather relevant information for the study. The items are both open ended and closed ended types. Two set of questionnaire were prepared Amharic and English
- II. **Interview:-** an interview schedule is prepared for appointed officials. The interview questions are both structured and unstructured.
- III. **Observation:-** help to gather relevant information for the study. And the researcher prepared a check list, observed all the training stations and was collected relevant information.

3.5 .Method of Data Analysis

The analysis of the whole study is follows. Based on the nature of the data collection, both qualitative and quantitative procedures are employed. Accordingly percentage is in use to analyze the item of the questionnaire in addition to counts and rates. Information gathered from interview are pretend and describe qualitatively.

CHAPTER FOUR

4. Presentation and analysis of the data

This chapter deals with the presentation and analysis of data obtained from the field survey. For this purpose three types of questionnaires were prepared and distributed to collect data from three groups of respondents. The first group consists of those trainees found in the 10 sub cities both male and female trainee the second group were those coaches that give the training in the 10 sub cities and the third groups were the training facilitators found in the 10 sub cities.

In this study a total of 213 questionnaires were distributed, out of which 189 questionnaires were distributed for the trainee, 15 questionnaires were distributed for that coach that gives the training and 9 questionnaires were distributed for the training facilitators. Out of the total questionnaires distributed 198 (92.96 %) were filled and returned. This means out of 189 questionnaires distributed for 189 the project trainee of the sampled only 180 (95.2%) were filled and returned, out of 15 questionnaires distributed for 15 the project coaches of the sampled 12(80%) were filled in and returned while out of 9 questionnaires distributed for the project facilitators 6(66.67%) were filled and returned.

Table 1 Characteristic of the Respondents

No	Item		Respondents													
			trainee				Coaches					Facilitator				
1	Sex:-	N	n	%			N	n	%			N	n	%		
	Male	202	100	98%			15	12	80%			9	6	66.67		
	Female	173	80	92%				---	-----	-----	--		---		-----	
	Total	375	180	95%			15	12	80%			9	6	66.67%		
2	Age: _		male	%	female	%		male	%	female	%		male	%	female	%
	9-12		90	90	68	85		---	---	-----	--		---	---	-----	---
	13-14		10	10	12	15		--	---	---	--		--	--	----	---
	15-17		---	----	----	---		---	---	----	--		---	--	----	---
	18-20		---	----	----	---		---	---	----	--		---	--	----	---
	21-24		---	---	---	---		---	---	---	--		2	33.33	-----	---
	25-30		---	---	---	--		4	33.33	-----	--		---	---	---	---
	Above30		---	---	---	--		8	66.67	-----	--		4	66.67	---	---
3	Educational status		Male	%	Female	%	Male		%	Female	%		Male	%	Female	%
	Grade 4		15	15	20	25	---		---	----	--	---		----	-----	---
	Grade 5		65	65	56	70	----		---	---	--	---		----	---	---
	Grade 6		20	20	4	5	-----		----	---	--	---		----	----	---
	Grade 12		---	----	----	---	-----		----	---	--	1		16.67	----	---
	Certificate		---	----	----	---	4		33.3	---	--	---		---	-----	---
	Diploma		---	----	----	---	4		33.3	---	--	----		----	---	---
	Above degree		---	----	----	---	4		33.3	-----	--	---		---	---	---

- As shown in the above table of item one, out of the total number of respondents 100(98%) were male trainees, 80(92%) were female trainees while the remaining 12(80%) were coaches and 6(66.6%) were the project facilitators. From this figure one can conclude that 59.59 of the project were male trainee, coaches and facilitates participate.
- As we read from item two of the same table 158 (87.8%) of the total respondents of the trainee were in the range of 9-12 ages and 22(12.2%) were in the range of 13-14 ages, 4(33.33%) of the total respondents of the coaches were in the range of 25-30 ages, 8(66.67%) of the total respondents of the coaches were above 30 years of age and 2(33.33%) of the total respondents of the project facilitators were in the range of 21-24 ages, 8(66.67%) of the total respondents of the project facilitators were above 30 years of age. From this information one can say that both the female and male trainees were their ages below 13 and both the coaches and the training facilitators were their ages above 25 years of age they were matured to share their ideas based on their experience.
- Item three of table 1 indicates the educational status/level/ of the respondents. Accordingly, 15(15%) of male respondents were grade 4 and 20(25%) of female respondents were grade 4 students, 65(65%) of male respondents were grade 5 students and 56(70%) of female respondents were grade 5 students, in addition to this 20(20%) of male respondents were grade 6 students and 4(5%) of female respondents were grade 6 students. From this information one can understand that majority of the project trainee were grade 5 students and sometimes the project trainee were grade 4 and 6 students.

Similarly item three of table 1. Besides the educational status of the trainee, 4(33.33%) of the project coaches were certificates, 4(33.33%) of the project coaches were diploma and 4(33.33%) of the project coaches were degree. From this information one can understand that the education level of project coaches were proportional where as 1(16.67%) of the project facilitator were grade 12, 4(66.67%) of the project facilitator were diploma and 1(16.67%) of the project facilitator were above degree. Form this information one can understand that majority of the project facilitators are diploma.

The following tables show the response of the trainee

Table 2. Responses regarding the trainee feeling, interest and decision to

Athletics sport.

No	Item	Respondents			
		Male	%	Female	%
1	Do you like athletics sport?				
	Yes	25	25	8	10
	No	---	---	---	----
	I like very much	75	75	72	90
	Total	100	100	80	100
2	How did you decide to train the athletics project training				
	Family influence	20	20	8	10
	Friends influence	--	----	---	----
	School teacher influence	----	----	---	---
	With my own interest	80	80	72	90
	Total	100	100	80	100

Table 2- Item one . show, 25(25%) of male respondents and 8(10%) of female respondent said “yes”, whereas most of the respondents 75(75%) of male and 72(90%) of female respondents said “I like very much”. This data indicates that, the majority of the male and female trainees they like the athletics sport very much.

Item two of table 2- show; 20 (20%) of male trainee and 8(10%) of female trainee are decide to train the athletics project training by the influence of their family, while the remaining 80(80%) of male and 72(90%) of female trainee decide to train the athletics project training with their interest. This indicates that, majority of the athletics project trainee are join the athletics project training with their own interest and some of them with their family influence.

Table 3. Responses of trainee regarding the supporter of the training project

No	Item	Respondents			
		Male	%	Female	%
1	Are you family supporting you to participate in the project training?				
	Yes	100	100	80	100
	No	---	---	---	---
	Total	100	100	80	100
2	Are the school teachers supporting the project training?				
	Yes	45	45	52	65
	Medium	40	40	8	10
	Not support	15	15	20	25

	I do not know	----	----	-----	----
	Total	100	100	80	100
3	Who support financially the project				
	Ethiopia athletics federation	5	5		
	Addis Ababa athletics federation	30	30		
	Addis Ababa sport commission	15	15	16	20
	Sub cities	50	50	64	80
	Total	100	100	80	100

- ✓ In item one of this table the indication of the support of project trainee family to participate in the project training 100(100%) of male and 80(100%) of the female respondents said "yes". From this information we can say that all the families of the athletics project trainees are support them to participate in the athletics project training.
- ✓ Item two of table 3 describes the project training support of the school teachers. In item 2 of this table, 45(45%) of male and 52(65%) female respondents replied "yes", 40(40%) of male and 8(10%) of female respondents said "Medium", while 15(15%) of male and 20% of female respondents replied "Not support". From this information we can understand that majority of the school teachers are support the project training and some of them are an average support of the project training few of the school teachers are not support the project.
- ✓ Item three of table 3, investigate the financial support of the project training, in this regard, 5(5%) male respondents said "EAF", 30(30%) of male respondents replied AAFF, while 15(15%) of male and 16(20%) of female respondents said "AASC" and 50(50%) of male and 64(80%) of female respondents said "sub cities" from this information we can understand that the majority of the project trainees understand the project is supported financially by the sub cities where the project is giving and some of the trainee understand the project is supported

financially by both the AAAF and AASC and few of them understand the project is supported financially by EAF.

Table 4. Responses of trainee regarding the training days per week

N o	Item	Respondents			
		Male	%	Female	%
1	How many days are the training days per week				
	One day	----	-----	----	----
	Two days	15	15	20	25
	Three days	85	85	60	75
	Above three days	---	---	---	---
	Total	100	100	80	100

Table4- Item one of table 4, 15(15%) of male and 20(25%) of female respondents replied “Two days” while 85(85%) of male and 60(75%) of female respondents said “Three days”. From this one can understand that majority of the athletics project are given three days per week and some of the project are given two days per week.

Table 5. Responses of trainee regarding the availability of facilities and Equipments on time

No	Item	Respondents			
		Male	%	Female	%
1	Are the project training facilities and equipment available on time?				
	Yes	75	75	52	65
	No	25	25	28	35
	Some times	---	----	---	---
	Total	100	100	80	100
2	Do you have sport wears ?				
	Yes	15	15	8	10
	No	85	85	72	90
	Total	100	100	80	100
3	Is there pocket money?				
	Yes	5	5		
	No	85	85	80	100
	Some times	10	10		
	Total	100	100	80	100

Tables 5- Concerning this, 75(75%) of male and 52(65%) of female respondents replied “yes” while 25(25%) of male and 28(35%) of female respondents said “No”. From this information one can understand that majority of the project training facilities and equipments are available on time and in some of the project training station the facilities and equipments are available on time and

in some of the project training station the facilities and equipments are not available on time. So the stake holders give attention to all the project stations.

Item two table 5 shows, 15(15%) of male and 8(10%) of female respondents replied “yes” we have a sport wear while 85(85%) of male and 72(90%) of female respondents replied “No” sport wear. From this information, it can be said that majority of the athletics project trainees have no sport wear and some of them have sport wear. It is obvious that the sport wear is important for the project training,

Item three of table 5- describes the availability of pocket money. Accordingly, 5(5%) of male responds said “yes”, 85(85%) of male and 80(100%) of female respondents replied “No” while the remaining male respondents said “Sometimes”. From this information we can understand that majority of male trainee and all of the female trainee have no pocket money for transportation and the like. So the stakeholders must think about this.

Table 6. Responses of trainee regarding the training environment

No	Item	Respondents			
		Male	%	Female	%
1	Are the training environments conducive for the training?				
	Yes	48	48	36	45
	No	52	52	44	55
	Total	100	100	80	100

Table 6- The purpose of table 6 is to understand the suitability of the training environment. In item one of this table, 48(48%) of male and 36(45%) of female respondents replied “yes”, while 52(52%) of male and 44(55%) of female respondents replied “no”, from this information one can conclude that the

training environment of the project training is not conducive for the trainee. So the stakeholders must be give attention for the project training environment.

Table 7. Responses of trainee regarding the coach's behavior

No	Item	Respondents			
		Male	%	Female	%
1	The behavior of your coach is				
	Good	10	10	8	10
	Very good	5	5	4	5
	Excellent	85	85	68	85
	Total	100	100	80	100

Table 7- In this table item one, 10(10%) of male and 8(10%) of female respondents replied “Good”, 5(5%) of male and 4(5%) of female respondents said “Very good” while 85(85%) of male and 68 (85%) of female respondents replied “excellent”.

From this information one can conclude that the majority station of the project training coaches the training behaviors of the coaches are excellent, this makes the project trainee accept what the coach's say and demonstrate.

Table 8. Responses of trainee regarding the nutrition

No	Item	Respondents			
		Male	%	Female	%
1	Do you eat properly after training?				
	Yes	30	30	32	40
	No	50	50	40	50

	Some times	20	20	8	10
	Total	100	100	80	100

Table 8- In item one of this table, 30(30%) of male and 32(40%) of female respondents replied “yes”,50(50%) of male and 40(50%) of female respondents said “No” while the remaining 20(20%) of male and 8(10%) of female respondents replied sometimes. From this information one can said that majority of the project training trainee are not eat properly after training and some of the trainee eat properly after training finally few of the trainee are sometimes eat after training.

Table 9. Responses of trainee regarding the inter project competitions

No	Item	Respondents			
		Male	%	Female	%
1	Do you think the project (inter project) competitions are enough?				
	Yes	70	70	40	50
	No	15	15	4	5
	Some times	15	15	36	45
	Total	100	100	80	100

Table 9:- Item one of table 9 try to know the sufficient of the inter project competition. Thus, with this regard 70(70%) of the male respondents and 50% of female respondent said “yes” the inter project competition are enough, while 15(15%) of male and 4(50%) of female respondents said “No” which means the inter project competition is not enough and 15(15%) of male and 36(45%) of female respondents replied “sometimes” from this information one can understand the inter project competition is important for the project training .

Table 10. Responses of trainee regarding the injuries during the training

No	Item	Respondents			
		Male	%	Female	%
1	Have you ever injured?				
	Yes	25	25	24	30
	No	50	50	36	45
	Some times	25	25	20	25
	Total	100	100	80	100

Table 10- item 1 of table 10 show, 25(25%) of male and 30% of female respondents replied “Yes” which means there is an injury during the training, while 50(50%) of male and 45% of female respondents said “No” which means there is no happen the injury during their training and 25(25%) of male and 20(25%) of female respondents replied “Some items” which means these is sometimes on injury happening during the training. From this one can conclude that during the project training an injury is happening so there must have first aid kit.

Table 11. Responses of trainee regarding the trainee duration in the project and the future interest of the trainee

No	Item	Respondents			
		Male	%	Female	%
1	For how long are you in the project?				
	6 months	30	30	8	10

	One year	60	60	64	80
	1.5 years	10	10	8	10
	Above 2 years	--	----	---	---
	Total	100	100	80	100
2	Do you want to transfer to club?				
	No	5	5	4	5
	Yes	65	65	32	40
	Right now	30	30	44	55
	Total	100	100	80	100

Table 11. shows , 30(30%) of male and 8(10%) of the female respondents said “6months” in the participating the training 60(60%) of male and 64(80%) of female respondents said “one year” participate in the project while the remaining 10(10%) of male and 8(10%) of female respondent replied “1.5years” participating in the training. From this information it is possible to say that majority of the project trainee are participate in the project training below 2years, so they have no project training experience.

Item 2 of table 11 shows , 5(5%) of male and 4(5%) of female respondents said “No” they don’t want to joint to club, while 65(65%) of male and 32(40%) of female respondents replied “yes” which means after the project training and 30(30%) of male and 44(55%) of female respondents replied “Right now” which implies by this time now they want to transfer to clubs. From this information one can say that majority of male trainees want to transfer to club and majority of the female trainees want to transfer to club right now.

The following tables show the response of the training project coaches

Table 12. Responses regarding the coaches training level and the training

Experience

No	Item	Respondents	
		Male	%
1	Your coaching training level (license)		
	1 st level	4	33.3
	2 nd level	8	66.7
	No course taken		
	Total	12	100
2	How many years is your coach in the project?		
	1 year	4	33.3
	2 year	2	16.67
	3 year	---	----
	Above 3 years	6	50
	Total	12	100

table 12:- As shown in the table of item one, 4(33.33%) of the respondents replied “1” level” coaching training course, while 8(66.67%) said “2nd level” coaching training course. From this information one can understand that majority of the project coaches have taken 2nd level coaching training, which means there is no project coaches that has no course taken.

Item two of table 12 describes the working experience of the project training coaches, with this regard; 4(33.33%) said “1year” in the project, 2(16.67%) said “2years” in the project while 6(50%) said “above 3years” in the training. From this information one can conclude that majority of the project training have above 3years working experience.

Table 13. Responses of coaches regarding time and facilities and Equipments for the project training

No	Item	Respondents			
		Male	%	Female	%
1	Do you have sufficient time in order to coach the project?				
	Yes	12	100		
	No	----	----		
	Total	12	100		
2	Are the project training facilities and equipments sufficient?	--	----		
	Yes	----	-----		
	No	10	83		
	Yes, but not enough	2	17		
	Total	12	100		

Table13:- The first item of this table emphasize on the availability of having sufficient time of the project training coaches. Concerning this, 12(100%) of the respondents replied “yes”. This show all the project coaches have sufficient time in order to give the project training.

Item 2 . Concerning this, 10(83%) of the respondents replied “No” while 2(17%) of the respondents replied “yes but not enough”. From this information one can conclude that there is no sufficient facilities and equipment in the project

training, so the stakeholders of the project training should play their role to fulfill the project training materials.

Table 14. Responses regarding the interest and age selection criteria of the Trainee

No	Item	Respondents			
		Male	%	Female	%
1	Are the project trainees interested by the training?				
	No	4	33.3		
	Yes	8	67.7		
	Total	12	100		
2	Is the trainee age selection criteria perfect?	--	----		
	Yes	12	100		
	No	----	-----		
	Total	12	100		

Table 14- Concerning this 4 (33.33%) said “No” while 8(66.67%) said “Yes”, Therefore from this information one can conclude that majority of the project trainee have interested by the project training.

Item two of the same tables emphasize the age selection criteria of the project trainee. Thus 12(100%) of the respondents replied “yes” from this one can conclude that the age selection criteria of the project trainee is faire /good/.

Table 15 . Responses of coaches regarding the supports the stakeholders of the training project

No	Item	Respondents			
		Male	%	Female	%
1	Are the supports of the sport commission and sub cities sufficient?				
	Yes	2	16.67		
	No	10	83.33		
	Total	12	100		
2	Are the stakeholders follow up and support the project training?				
	Yes	2	16.67		
	Some times	6	50		
	No	4	33.33		
	Total	12	100		
3	Is the support up to your expectation?				
	No	2	16.67		
	Yes	-----	-----		
	Yes ,but not sufficient	10	83.33		

	Total	12	100		
4	Who is the immediate stakeholder?				
	The sub cities	10	83.33		
	Addis Ababa Athletics federation	----	-----		
	Addis Ababa sport commission	2	16.67		
	Ethiopia athletics federation	----	----		
	Total	12	100		

Table15. Item one of table 15 emphasizes the support of the sport commission and the sub cities. Concerning this, 2(16.67%) of the respondents replied “yes” while the remaining 10(83.33%) of the respondents replied “No”. from this information one can conclude that the support of the sport commission and the sub cities is not sufficient so, the stakeholders must give attention for the supporting.

Item two of the same tables emphasize follow up and the support of the stakeholders. Thus, 2(16.67%) of the respondents said “yes”, 6(50%) of the Respondents said “some items” while the remaining 4(33.33%) of the respondents said “no”. from this information one can conclude that majority of the project stakeholders follow up and support the project training sometimes. The stakeholders must follow up and support the project and they give attention about the follow up and the support.

Item three of table 15 emphasizes the expectation of the support. Accordingly, 2(16.67%) of the respondents replied “No” while the remaining 10(83.33%) of the respondents replied “yes”. From this information one can conclude that there is a support but the support is not sufficient so the stake holders support the project sufficiently.

Item 4 of the same table emphasize the immediate stakeholders of the project. Thus, 10(83.33%) of the respondents replied “the sub cities” while the Remaining 2(16.67%) of the respondents replied AASC. From this information one can conclude that the immediate stakeholder of the Addis Ababa Athletics project is the sub cities.

Table16. Responses of coaches regarding the number of the trainees, their Perceptions and the training environment

No	Item	Respondents			
		Male	%	Female	%
1	Are the numbers of the trainees in the training station sufficient?				
	Yes	10	83.33		
	No	2	16.67		
	Insufficient	-----	-----		
	Total	12	100		
2	Are the training environments suitable for the training?				
	Yes	8	66.67		
	No	4	33.33		
	Total	12	100		
3	How is the perception of the trainee towards the project?				
	Good	6	50		
	Excellent	6	50		
	Medium	---	---		
	Total	12	100		

Table 16 :- The first item of this table emphasizes on the sufficient of the number of the trainee in the training station, with this regard 10(83.33%) of the respondents replied “yes” while the remaining 2(16.67%) of the respondents replied “No”.

From this information one can conclude that there is a sufficient number of trainees in the training station.

Item two of the same table describes the suitability of the training environment for the trainees, concerning this, 8(66.67%) of the respondents said “yes” while the remaining 4(33.33%) of the respondents said “No”. from this information one can conclude that training environment is suitable for the training.

Item 3 of the same table emphasizes the perception of the trainee towards the project. According to this, 6(50%) of the respondents replied “Good” while the remaining 6(50%) of the respondents replied “Excellent”. From this one can conclude that the perception of the trainee towards the project good.

Table 17. Responses of coaches regarding the funds of the project and Payments of the Coaches.

No	Item	Respondents			
		Male	%	Female	%
1	Are you paid?				
	Yes	12	100		
	No	-----	-----		
	Total	12	100		
2	Are the project funds sustainable?				
	Yes	12	100		
	No	----	-----		
	Total	12	100		

Table 17- The first item of this table emphasize on the payment of the coaches. Accordingly, 12(100%) of the respondents replied “yes”. From this information one can conclude that all of the project coaches are paid but the payment is not sufficient.

Item two of the same table emphasizes on the sustainability of the project funds. Concerning this 12(100%) of the respondents replied “yes”. From this information one can conclude that the project funds are sustainable.

Table 18. Responses of coaches regarding the duration of the training and the Longevity of the project.

N o	Item	Respondents			
		Male	%	Female	%
1	How many days per week the training will be given?				
	2 days for 2 hours	---	-----		
	3 days for 2 hours	2	16.67		
	3 days for 1 hour	10	83.33		
	Total	12	100		
2	Do you think the project can last long(longevity)				
	Yes	12	100		
	No	----	-----		
	Total	12	100		

Table 18. Item one of this tables concerning when the training day per week will be given. Accordingly, 2(16.67%) of the respondents replied” 3 days for 2 hours” while the remaining 10(83.33%) of the respondents replied “3 days for 1 hours”. From this information one can conclude that the project training is given for 3 days for 1hours per day.

Item two of the same tables emphasize the longevity of the project. Concerning this, 12(100%) of the respondents said “yes”. From this information one can say that the project training can last long.

Table 19. Responses of coaches regarding the gender equality and the overall condition of the project.

N o	Item	Respondents			
		Male	%	Female	%
1	Are there gender equality in the project training?				
	Yes	12	100		
	No	----	-----		
	Total	12	100		
2	Are you happy the overall condition of the project?				
	Yes	12	100		
	No	----	-----		
	Total	12	100		

Table 19. Item one of this table emphasizes the gender equality of the project training. Concerning this, 12(100%) of the respondents replied “yes”. From this information one can conclude that there is gender equality in the project training.

Item two of the same table emphasize that the overall condition of the project with this regard 12(100%) of the respondents replied “yes”. From this information one can say that all the project coaches are happy for the overall condition of the project.

Table 20. Responses of coaches regarding the importance of assistant coaches.

No	Item	Respondents			
		Male	%	Female	%
1	Do you have an assistant coach in the project?				
	Yes	8	66.67		
	No	4	33.33		
	Total	12	100		

Table 20:- Item one of table 20 describes the importance of the assistant coaches in the project. Concerning this, 8(66.67%) of the respondents replied “yes” while the remaining 4(33.33%) of the respondents replied “No” from this information one can say that the assistant coaches must be important in the project training.

Table.21. Responses of coaches regarding the use of motivation during training

No	Item	Respondents			
		Male	%	Female	%
1	Are you motivating the trainee during				

	the training period?				
	Yes	12	100		
	No	-----	-----		
	Total	12	100		

Table 21- The first item of this table emphasize on the motivation of the trainee during the training period. Concerning this, 12(100%) of the respondents replied “yes”. From this information once can say that there is a motivation during the training period.

➤ **According to the open-end question respondents give the following responses.**

- **. what is the present status of the project training according to you ?**

They said that the status of the project are at low level. Because of low facilities as well as lack of training equipments, it is will full fill the requirement training equipments and facilities it will be high rank.

- **What makes it sustainable**

They said that the project will sustain it will we need educated/more qualified coach and facilitators, it will provide camp as well as cover food consumption and also it will provide all training equipments and materials.

Table 22:- Responses of the project facilitators regarding the project budgets,

Facilities and equipments

No	Item	Respondent	
		male	%
1	Are facilities and equipments available for the project training?		

	Yes	1	16.67%
	No	5	83.33%
	Small amount	---	-----
	Total	6	100%
2	Are the project training budgets and materials used for the targeted objectives?		
	Yes	1	16.67%
	No	5	83.33%
	Total	6	100%
3	Are there first aid materials available when injuries happen during the training?		
	Yes	6	100%
	No	-----	-----
	Total	6	100%
4	Are the trainees having training shoes?		
	Yes	5	83.33%
	No	1	16.67%
	Total	6	100%
5	Are the trainees have pocket money?		
	Yes	-----	-----
	No	6	100%
	Total	6	100%
6	Are the trainees eat properly after training?		
	Yes	1	16.67%
	No	4	66.67%
	Sometimes	1	16.67%
	Total	6	100%
7	Are the funds sustainable?		
	Yes	6	100%
	No	-----	-----
	Total	6	100%

Table 22. Item one of this table emphasizes the availability of facilities and equipments for the project training. Concerning this, 1 (16.67 %) of the respondents replied “ yes ” while the remaining 5(83.33%) of the respondents replied “no”. from this information one can understand that there is no sufficient

facilities and equipments for the project training so the stakeholders must give attention for the project training to fulfill the facilities and equipments.

Item two. In this regard, 1 (16.67%) of the respondents said “ yes” while the remaining 5 (83.33%) of the respondents said “No”. From this information one can conclude that the budget and the materials are not used for the targeted objectives.

Item three of the same table is to describe the availability of first aid materials in the project training when injuries happen during the project training. Concerning this 6(100%) of the respondents replied ‘yes’. From this information

one can conclude that first aid materials are available in the project training when injuries happen during the project training.

Item four of the same table is to verify the availability of the training shoes for the trainee. In item 4 of this table 5(83.33%) of the respondents replied “yes” while the remaining 1(16.37%) of the respondents replied “no”. from this information one can conclude that they have a training shoes for the project trainee.

Item 5 of table one describe the trainee having pocket money or not. In this regard 6(100%) of the respondents replied “no” from this information one can conclude that there is no pocket money for the trainee, so the stakeholders should be give attention for it.

The purpose of item 6 of table one is to verify the eating habit of the project trainee after the training. Concerning this, 1(16.67%) of the respondents replied “yes” and 4(66.67%) of the respondents replied “ no “ while the remaining 1(16.67%) of the respondents replied “some times “, From this information one

can conclude that the project trainees are not eat properly after the project training.

Item 7 of the same table is to describe the sustainability of the project funds by the stake holders. In this regard 6(100%) of the respondents replied “yes”. From this information one can say that the project facilitators believed that the project funds are sustainable.

Table 23:-Responses of facilitators regarding the schedule of the training project

No	Item	Respondent	
		male	%
1	Is the project training given within the schedule?		
	Yes	4	66.67%
	No	2	33.33%
	Total	6	100%
2	Do the project coaches give the training within the given time?		
	Yes	6	100%
	No	-----	-----
	Total	6	100%
3	How many days per week do coaches train? for how many hrs/day?		
	2 days for 2 hours	----	-----

	3 days for 2 hours	3	50%
	3 days for 1 hour	3	50%
	Total	6	100%
4	Do you think the project can last long/longevity/?		
	Yes	6	100%
	No	-----	-----
	Total	6	100%

Table 23 . concerning this ,4(66.67%) of the respondents said “yes” while the remaining 2(33.33%) of the respondents said “no”. from this information one can conclude that majority of the project training are give the project training with in the schedule.

Item two of the same table emphasizes are the project coaches give the training with in the given time in this regard 6(100%) of the respondents replied “yes”. From this information one can conclude that the project training coaches give the training with in the given time.

Item 3 of table 23 describes the number of days per week the training will be given, concerning this 3(50%) of the respondents replied “3 days for 2 hrs” while the remaining 3(50%) of the respondents replied “3 days for 1 hours”. From this information one can conclude that the number of days per week the training will be given is not uniform but it should be uniform.

Item 4 of table 23 is to describe the longevity (last long) of the project training. In this regard, 6(100%) of the respondents said “yes”. From this information one can say that all the facilitators of the project training believes /think/ that project training can be last long.

Table 24:- Responses of facilitators regarding the support and the follow up of the training Project

No	Item	Respondent	
		male	%
1	Are the stakeholders follow up and support the project training?		
	Yes	4	66.67%
	No	2	33.33%
	Total	6	100%
2	How many days the follow up and supervision takes place in the project?		
	Day to day	1	16.67%
	Once a week	2	33.33%
	Once a month	3	50%
	Total	6	100%
3	It's the support up to your expectation?		
	No	1	16.67%
	Yes	-----	-----
	Yes, but not sufficient	5	83.33%
	Total	6	100%
4	Who support financially the project?		
	EAF	---	---
	AAAF	1	16.67%
	AASC	5	83.33%
	Sub cities	---	---
	Total	6	100%
5	Who is the project immediate stake holder?		
	Sub cities	3	50%
	AAAF	---	---
	AASC	3	50%
	EAF	---	---
	Total	6	100%

Table

Table 25:- Responses of facilitators regarding the coaching style of the coach and the Inter competition of the project.

No	Item	Respondent	
		male	%
1	How do you rate the coaching style of the project coach?		
	God	1	16.67%
	Very good	4	66.67%
	Medium	1	16.67%
	Total	6	100%
3	Are there injured trainee during training?		
	Yes	2	33.33%
	No	1	16.67%

	Some times	3	50%
	Total	6	100%
4	Do you think the project (inter project) competitions are enough?		
	Yes	2	33.33%
	No	4	66.67%
	Total	6	100%

- **The open ended questions responses are summarized in the following manner.**
- **For the question what is the present status of the project training according to you ?**
All said that the status of the project is at low level. Because of poor facilities as well as shortage of training equipments, they also emphasized the need to upgrade training facility and equipment.
- **For the sustainability of the project, the reactions revealed**
They said that the project will sustain it will we need educated/more qualified coach and facilitators, it will provide camp as well as cover food consumption and also it will provide all training equipments and materials.

Analysis of results from interviews of coaches and facilitators

1. About the convince of the training area both the coaches and facilitators respond in the following manner.

About 4(26.7%) of the interviewers one said that yes, however 11(73.3%) of the interviewers said No , they just about the above question the infrastructures of training place are not suite for trainee in the case of short period of time it start/ establish

2. Do you think that there are sufficient facilities and equipment in the station? If not why?

About 15(100%) said that no, means the facility and equipment of training area still not sufficient as the requirement because of lack integrated between stack holders and trainers as well as lack of management system. In addition to this all the interviewers are said that our payment is not fit with our qualification in the case of this more coaches are turnover or abstains from the project as well as they have-not motive to give a good way of training

3. As a professional, what do you suggest about the main problem of this athletics project training?

They said that first; the manager of sport commission should fulfill the following requirements.

- They should fulfillment of all requirements/ training equipment and materials
- They should improve managerial system
- They should improve the salary of coach as and facilitators by par time/over time payment.
- They should buy sport shoes and cloth depends on the ages of trainees.
- They should prepare well training manuals.

4. To achieve the objective of this athletics project as a coach what is your comment?

All the question four suggestion mentioned will be filled by the federal sport commission as well as Addis Ababa sport commission and sub cities the above suggested the project will achieve its ,vision and objective in a short period of time.

Summary of the results from the observation check list shows.

- When the observation takes place some of the project trainee families are present during the project training and some families promise in the future to follow up and support the project training.
- Some athletics project coaches tried to produce locally training materials in their training session.
- Some- sub cities give attention for the project training.
- Some- sub cities identify the talent identification criteria and give attention the athletics project training.
- Some- sub cities don't create opportunities to discuss about the athletics project with families to participate in the project training.
- Some coaches were not present on time during training session.

- Some- sub cities do not select the appropriate coaches, even, they don't have written document for selection criteria.
- Some sub cities training station they do not consider the trainee age and physical appearance body build)
- In some sub cities there is not enough training materials.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary

Depending on the reviewed literatures and analysis of the collected data, the major findings are summarized in the following statements.

- Some of the project training fields are not conducive for the trainee.
- Some of the coaches don't give attention for the project training and they are sometimes absent during the training time.
- Some coaches do not have sufficient knowledge and skill.
- The sport wears facilities and equipments are not sufficient and they do not buy and distribute on time and properly.
- Some of the training materials are not fulfilled.
- The federation is not following and supporting the project training regularly.
- There is no continuous and consistent follow up and support by sub cities and federation.
- Some of the facilitators do not follow the project training.

- As indicated in the data, 75% of male and 90% of female trainee are they like athletics sport very much. More over 80% of male and 90% of female trainee join/participate/ the athletics project trainee with their interest, which is a strong indicator of its strength.
- It was found that, all which means 100% of the trainee family support them to participate in the project training and 45% of male and 65% of female trainee replied the school teacher support the athletics project, while 40% of male and 10% of female trainee replied the support of the school teacher is medium and 15% of male and 25% of female trainee replied the school teacher do not support the trainee.

In addition to this 5% male trainee said the project is supported financially by Ethiopia Athletics Federation while 30 % of male trainee said Addis Ababa Athletics Federation is support the project financially, more over 15% of male and 20% of female trainee replied Addis Ababa Sport Commission support the project financially but 50% of male and 80% of female replied the project is financially supported by the sub cities where the project is given.

- 15% of male and 25% of female respondents replied the project training is given two days per week. More over 85% of male and 75% female respondents replied the project training is give three days per week.
- As indicated in the data, 75% of male and 65% of female respondents replied the project facilities and equipments are available on time. but 25% of male and 35% of female respondents replied the project facilities and equipments are not available on time.
- As shown in the data, 48% of male and 45% of female respondents said the training environment is conducive. but 52% of male and 55% of female respondents said the training environment is not conducive for the training.
- It was found out that, 30% of male and 40% of female respondents replied they eat properly after training, and 20% of male and 10% of female respondents replied

sometimes they eat after training .but 50% of male and 50% of female respondents replied they do not eat properly after training.

- 15 % of male and 10% of female respondents said we have training shoes. But 85% of male and 90% of female respondents said we do not have training shoes.
- The findings indicate that 5% of male respondents replied they have pocket money and 10% of male respondents replied sometimes we have pocket money. But 85% of male and 100% of female respondents replied there is no pocket money.
- Regarding the sufficient of the inter project competition 70 %, 15% and 15% of male respondents replied it is enough, it is not enough and sometimes respectively. More over 50%, 5% and 45% of female respondents replied it is enough, no and sometimes respectively.
- As indicated in the data, 5% of male and 5% female respondents replied they want to transfer to clubs and 65% of male and 40% of female respondents replied yes latter. More over 30% of male and 55% of female respondents replied right now.
- As shown in the data 33.3% of the coaches replied that they have take 1st level coaching course and 66.7 % of the coaches replied that they have taken the 2nd level coaching training license.
- Regarding the facilities and equipments, 83% of the respondents replied the project facilities and equipments are not sufficient. But 17% of the respondents replied the project facilities and equipments are sufficient but not enough.
- All (100%) of the respondents coaches replied that the age selection criteria of the trainee is perfect.
- The findings indicate that 83.33% of the respondents replied that the support of the sport commission and the sub cities are not sufficient. But 16.67% the respondents replied the support of the sport commission and the sub cities are sufficient.
- As shown in the data 16.67% of the respondent coaches replied the stake holders follow up and support the project training and 33.33% of the respondent coaches replied the stake holders are not support the project. But 50% of the respondent coaches replied the stake holders follow up and support the project some times.

- According to the response 83.33% of the respondent coaches replied the support is up to their expectation but not sufficient .but 20% of the respondent coaches replied the support is not up to their expectation.
- As indicated in the data 83.33% of the respondent coaches replied the immediate stake holder is the sub cities. But 16.67 % of the respondent coaches replied the immediate stake holder is the Addis Ababa sport commission.
- All (100%) of the respondent coaches replied that they are paid. More over 100% of the respondent coaches replied that the project fund is sustainable. In addition to this 100% of the respondent coaches replied the project can last long.
- All (100%) of the respondent coaches replied that there is gender equality in the project training. More over 100% of the respondent coaches are happy about the overall condition of the project.
- The findings indicate that 83.33% of the respondent facilitators replied that the project training budgets and materials are used for the targeted objectives in small amount. But 16.67% of the respondent facilitators replied that the project training budge and materials are used for the targeted objectives.
- All (100%) of the respondent facilitators replied there are first aid materials available when injuries happen during the training, more over all(100%) of the respondents facilitators replied the funds are sustainable.

5. 2. Conclusion

- ❖ The project training facilities and equipments are not sufficient.
- ❖ The project trainees are interested by the training.
- ❖ The age selection criterion of the project training is perfect.
- ❖ The stake holders follow up and support the project training some times.
- ❖ The support of the stake holders is not sufficient.
- ❖ The sub cities are the immediate stake holders.
- ❖ Majority of the coaches think that the project can last long.
- ❖ There is gender equality in the training project
- ❖ Most of the trainees decided by themselves to train in the athletics project
- ❖ Majority of the trainee like athletics sport.
- ❖ Most of the coaches are happy about the overall condition of the project.
- ❖ All the families of the trainee support their children to participate in the project training.
- ❖ Majority of the school teachers support the project training.
- ❖ Majority of the project training are given three days per week for one hour each day.
- ❖ The training environment is not conducive for the trainee.

- ❖ Majority of the project trainee want to transfer to clubs latter.
- ❖ In most of the training stations the facilities and equipments are not available.
- ❖ The majority of the project training budgets and materials are used for the targeted objectives in small amount.
- ❖ All of the trainee have no pocket money.
- ❖ Majority of the trainee are not eating properly after training.
- ❖ Majority of the facilitators think the project can last long.
- ❖ Majority of the facilitators think that the project fund is sustainable.
- ❖ Majority of the stake holders are not following the project training regularly.
- ❖ Some of the trainees are injured during the training.
- ❖ The inter competitions of the project are not enough.

- ❖ In order to achieve the desired objectives these must have the trainee pocket money and they eat properly after training and also the payment of the coaches improved.
- ❖ Majority of athletics training project is financially, technically and the training materials are supported by the Addis Ababa sport commission and sometimes the Addis Ababa athletics federation supports the trainee by giving the training shoes.
- ❖ Most of the stake holders are not support the project financially, technically and materially in the project training.

5.3. Recommendation

Based on the finding the researcher comes up with the following recommendations.

It can improve the condition of training, the sustainability of the project etc.

There should be alternatives of the training project environment for the trainee to be created and also age selection criteria should be clear.

More attention should be give for the project coaches interest, skill and also all the training project coaches should prepare daily, weekly, monthly and yearly plan and there should give a refreshment course and capacity building training for the coaches.

More over all the stake holders' should follow up the training project, support and give attention.

In addition to this all the stake holders' also should work together and there should have self project management organization to build up effective training project.

Appropriate sport wears and the training materials should be provide for trainees and coaches according to their age.

Opportunities for the investors should be provided to support the project.

Finally there should have an inter project competition and under 17 project trainee should prepare to evaluate the over all process of the trainees performance development and the training project effectiveness as well.