

**THE PROSPECTS AND CHALLENGES OF YOUTH SOCCER DEVELOPMENT
IN THE CASE OF SOME SELECTED CLUBS IN ADDIS ABABA.**

ATILABACHEW ABERE

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

**MAY 2014
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ADDIS ABABA**

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Acronyms

AAU: Addis Ababa University

AIFF: according to Indian football federation

B.C: birth of Christ, indicating years numbered back from the supposed year of the birth of Christ

CAF: Confederations of African football

EFF: Ethiopia Football Federation

Europe (UEFA), Asian (AFC), Africa (CAF), the Pacific Ocean Area (OFC), South America (CSF), and North / Central America (CONCACAF).

FIFA: Federation International de Football Association

FYSA: Florida Youth Soccer Association

KNVB: Dutch

LTPD: Long Term Player Development

TD: Talent Development

TI: Talent Identification

USSF: United States soccer Federation

U-15 and 17:-under 15 and 17 years age categories

U.S: United state Soccer

NYDP: National Youth Development Plan)

NFP: National Facility Plan

ABSTRACT

The purpose of this study was to assess and evaluate the prospects and challenges of youth soccer development in the case of some selected clubs in Addis Ababa, U-15 and U-17 clubs. For the implementation of the Study, a descriptive survey design was employed. The study subjects were selected from the availability samples. In this attempt, data were collected through questionnaires, structured interviews and observation check list. Consequently, the study demonstrated that youth soccer players and all the coaches contributed for the study to be conducted by giving their own views regarding the raised issues were selected on the base of their own voluntary cooperation. The study also payed a thorough consideration to the players parents contribution on the trainees' personal soccer skills development and to skip the progress of the youth soccer development as a whole. Moreover, the player selection criteria, the coaching system, and the roles of the administrative bodies to work cooperatively, the facilities provided, the roles of the coaches, lack of frequent training program and the impacts it brought upon the progress of the trainees and the youth soccer development, and failure to conduct frequent follow ups to investigate the strengths and weaknesses of the players through regular assessment all other related issues are taken as a focal point of the study. To achieve these objectives and to detect the factors that hindered the concerned bodies the researcher included male players, coaches, and the Football Federation administrative bodies and encouraged them all to involve themselves in the issues raised in terms of the youth soccer development. Their genuine responses are collected and used as analytical framework for the effective implementation of the study.

Key words: -technical, physiological, psychological, physical, facility, Performance, title, introduction, methods, materials, analysis and conclusion.

CHAPTER ONE

INTRODUCTION

Football has become a vital instrument for hundreds of social development programmes run by nongovernmental and community based organizations all around the world. These programmes are providing children and young people with valuable tools to actively make a difference in their own lives. In 2005, FIFA and street football world jointly began to bring such organizations together, strengthen their programmes through direct support and increase their visibility. Today, the Football for Hope movement provides access to programmes which serve hundreds of thousands of young people all over the world. (Mirka Belhová, Bella Bello Bituguo and others, 2011 Football for Development Manual

1.1. BACKGROUND OF THE STUDY

Based on the researcher experiences in the history of Ethiopian football, from the very beginning of its emergence, it is observable that there was not strategic and organized system laid as a base. By the past decades, the selection of the players, the physical fitness and mental readiness and many other aspects were not payed a great consideration. Instead, the players have been selected randomly just by their own interest an eagerness they reflected. The coaches themselves are engaged in the activities only because they had the interest to work. They do not have any professional perception on football. All were amateur coaches and administrators. This in turn negatively influenced the youth soccer development in the country. In school also the way the sport science in given affected the youth soccer.

Despite all these impacts, the Ethiopian soccer has shown the hopeful and encouraging effect especially in recent years. Therefore, it is undeniable fact that, it still needs further effort to keep what is good and fruitful in the country's soccer progress. Thus it is advisable to investigate the strength behind the activities and it needs to work hard to outshine it well. On the other hand, the factors that affected the youth soccer development should be outlined. So that the desired change and improvement would come to reality. To sum up, the government and concerned stakeholders are expected to play a great role in combating the challenges that hindered the progress.

There should be coaches and football authorities who have detailed professional knowledge of sport science, especially in football.

The player's selection, talent investigation, regional prospects, football facilities, pre-requisites of the sport like field and other things should be fulfilled by cooperatively working with the community as a whole. That is why the society on its part plays a vital role in developing the soccer.

According to Norikau Hirose <http://www.jssf.net/home.html>- soccer is one of the most popular sports in the world with player numbers increasing annually at an explosive rate. Children now tend to start specific sport training in a specialized environment at a younger age than in previous years. The desire to be a professional soccer player is strong and future aspirations are usually relayed to the coaches are, therefore, increasingly interested in identifying talented players in their clubs for development to a professional level.

Four key stages have been proposed in sourcing professional soccer players; detection, identification, selection and development (Williams and Franks, 1998; Williams and Reilly, 2000) sport scientists are in a position to provide support to coaches and players through the development of methods for "talent identification" and "development" of physiological performance. To this end, elite soccer players have been studied to identify key factors in their success. Reilly et al (2000) reported that elite young soccer players show better aerobic power, fatigue tolerance, muscle power, and speed than sub elite players do. Blink and Psotta (2001) also referred to the physiological demands placed on top-level soccer players and concluded that a high level of aerobic ability was required on top level soccer players and concluded that a high level of aerobic ability was required. Moreover, anthropometric characteristics have been correlated with performance, and Frank et al. (1999) noted that will be useful for initial talent identification.

1.2. STATEMENT OF THE PROBLEM

Youth football development is the most important program in which players acquire different skills and knowledge that facilitate the development of player's performance. As a result, the main clubs status can be raised. When clubs improve their status depending on the supply of their youth soccer development, this also has a direct impact on the development of national

league competitions standard. Thus, the overall youth soccer prospects and challenges were payed a great attention and discussed in detail.

In order to improve their clubs standard, the youth football development should be given more emphasis and it is mandatory to run a well organized and modern training program. In this study, the programs needs to investigate the lack of adequate training man-power in the area, lack of facilities and equipment as well as lack of related researches.

The study was intended to find out the sole challenges that delayed the prospects of the youth soccer development in Addis Ababa; in the case of some selected clubs. In order to achieve the solutions to the challenges and prospects, the following basic research questions are formulated.

1.3. RESEARCH QUESTIONS

The study will attempt to find answer for the following questions

1. What was the youth level in terms of the prospects in the past years?
2. What are the factors that hindered the youth soccer development?
3. What are the performances achieved in youth soccer development in past years?
4. What methods/techniques/ are applied in youth soccer training?
5. How parents support their children in the soccer participation?
6. Who is responsible in selecting new players to join new soccer teams?
- 7.

1.4 OBJECTIVE OF THE STUDY

1.4.1. General Objectives

The general objective of the study is to asses and evaluates the prospects and challenges of the youth soccer development in Addis Ababa, in the case of some selected clubs and to seek further possible solutions so as to minimize the challenges of youth soccer development and enhance its future progress.

1.4.2. Specific Objectives

The study will focus on the following points:-

1. Assesses the youth level interms of their prospects in the past years.
2. Seeking solution to the identified hindrances for the further development of the youth soccer in Addis Ababa in the case of some selected clubs.
3. Critically evaluating the performance of youth soccer development.
4. Assesses the training session conducted in the youth soccer development.
5. Identifying the extent to which parents support their children in the youth soccer participation
6. Assuring responsibility and accountability in process of selecting new players to join the youth soccer teams.

1.5. SIGNIFICANCE OF THE STUDY

The study is expected to:-

- Identify the factors that hinder the youth soccer development
- Examine the managerial follow ups to correct ways of the player recruiting.
- Help people to be aware of the modern youth soccer development
- Pave the way for individuals who need to conduct further research as on the same area
- Suggest possible solutions to the challenges of the youth soccer development.

1.6. SCOPES OF THE STUDY

The scope of the study is bounded in Addis Ababa youth soccer development, in the case of 6 selected male soccer clubs of under 15 and under 17 age level. The challenges that the youth soccer faced are also intended to be seen in detail. The solutions are needed to be sought for the hindrances are based on the clubs activities.

1.7. DELIMITATION OF THE STUDY

The study is delimited to the prospects and challenges of the youth soccer development in Addis Ababa in the case of six selected male soccer clubs (three U-15 and three U-17 age categories). It consists of ten (10) participant clubs in U-15 and twenty (20) participant clubs in under 17 age level are registered in Addis Ababa Football Federation. Of these ten clubs, (u-15) selected three and of twenty clubs (u-17), also selected three. Totally, six male soccer clubs are included.

For the sake of assessing and evaluating the overall program, it seems mandatory and invaluable to make the study at a national level. However, because of the resource and financial constraints the researcher has obliged to undertake the study on the youth (junior-B), (junior-C) male soccer clubs of the city administration. Though the researcher has intended to work with those six male soccer participant clubs, in youth (junior-B) and (junior-C), the study had been delimited to only the prospects and challenges of the youth soccer development.

1.8. LIMITATIONS OF THE STUDY

The most serious limitations are lack of reference materials, and other resources, including related researches in the context. Besides these, there are factors that may have negative influence on findings such as lack of accurately recorded profiles of athletes, unclear explanations in the documents, relatively short period of observation of actual training.

1.9. OPERATIONAL DEFINITION

Coach: - A qualified person who directs and monitors the morals, determinations, physical, technical and tactical preparations of athletes through well, planned training program with scientific bases.

Performance:-It visible and tangible change that is observed within the youth soccer.

Prospects:-Joining clubs and having good professional skills through training and in amateur clubs and having technique and tactic of football as professional players.

Soccer development:-the phenomena that is considered to be taken as progress particularly in youth soccer

Talent development: refers to providing athletes with a suitable learning environment so that they have the opportunity to realize their potential or improve their performance.

Talent identification:-refers to the process of recognizing individuals currently involved in sport with the potential to become elite athletes/players.

Talent selection:-Involves the ongoing process of identifying athletes/players at various stages of the training.

Training:-is long and complex scientific process to produce skilled and talented players.

Youth soccer:-is the football training activity and application of the soccer science in accordance to the age level identified as youth (i.e. U-15 and U-17) or Junior B and Junior C in general.

Youth:-young people who play in under 15 and under 17 age categories.

1.10. ORGANIZATION OF THE STUDY

This study was organized into five chapters. The first chapter deals with the general background of the study and the underlined problem, objectives, research method, significance of the study, scope of the study, delimitation and limitation of the study, operational definitions of the terms used in the study and organization of the study. The second chapter includes the review of related literature. The third chapter reveals the research design and methodology. Chapter four focuses on the presentation and analysis of the data gathered and chapter five presents the summary, conclusions and recommendations of the study as a whole.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

To develop the research, the researcher intended to use various reference materials, especially reviews of literatures that are designed based on the aims of the study area. Therefore, as a source of basic details on the prospects and challenges of the youth soccer development.

2.1. HISTORICAL BACKGROUND OF FOOTBALL IN THE WORLD

According to www.fifa.com world football history .com, Foot ball has a long history. The first known version of football was called kick ball with feet invented by Chinese Emperor Huang-Ti in 1697b.c.A thousand years later, the Japanese started playing kemaria, a game that was probably copied from tsu-chu (kicking ball with feet). The two games evolved enough hat a Chinese writer Li-Ju in 50 b c recorded the first ever-international match between the two countries. The ancient Egyptians also claim to have originated football, citing balls placed in tombs that were used for playing and kicking as evidence. The seventh century B.C. Berbers played a football-related game called koura as a fertility rite. Kicking a ball over the field taught the crops how to abundantly grow. The founder of Olympics, the ancient Greek had their own version-episkiros. This form included kicking and thronging the ball and was the first game to have boundary lines.

Football attracts to the novices since the fundamental movements such that the beginner finds himself equipped to play the game the first time he/she tries it, but the proem requests is the physical fitness and the mastery of basic techniques. Football is one of the safest conditioning sports because of the restrictions on the use of hands and the limited body contact, Co-ordination and self-control are developed. What makes the game more acceptable to school, college, universities and organizations is the fact that little special equipment is required.

The Origins of football in the world

According to the history of football from fifa.com • the origins • Britain ...The contemporary history of the world's favorite game spans more than 100 years. It all began in 1863 in England, when rugby football and association football branched off on their different courses and the Football Association in England was formed - becoming the sport's first governing body. Both codes stemmed from a common root and both have a long and intricately branched ancestral tree. A search down the centuries reveals at least half a dozen different games, varying to different degrees, and to which the historical development of football has been traced back. Whether this can be justified in some instances is disputable. Nevertheless, the fact remains that people have enjoyed kicking a ball about for thousands of years and there is absolutely no reason to consider it an aberration of the more 'natural' form of playing a ball with the hands.

On the contrary, apart from the need to employ the legs and feet in tough tussles for the ball, often without any laws for protection, it was recognized right at the outset that the art of controlling the ball with the feet was not easy and, as such, required no small measure of skill. The very earliest form of the game for which there is scientific evidence was an exercise from a military manual dating back to the second and third centuries BC in China.

The Global Growth of football

[According to History_of_the_Game_by_FIFA.pdf-p4](#) -A change did not come about until the beginning of the 19th century when school football became the custom, particularly in the famous public schools. This was the turning point. In this new environment, it was possible to make innovations and refinements to the game. The rules were still relatively free and easy, with no standard form of the game. Each school in fact developed its own adaptation and, at times, these varied considerably. The traditional aspects of the game remained but innovations depended for the most part on the playing ground available. If use had to be made of a paved school playground, surrounded by a brick wall, then there was simply not enough space for the old hurly-burly 'mob football'.

As the 19th century progressed, a new attitude developed towards football. The education authorities observed how well the sport served to encourage such fine qualities as loyalty, selflessness, cooperation, subordination and deference to the team spirit. Games became an integral part of the school curriculum and participation in football compulsory. Dr Thomas

Arnold, the head of Rugby School, made further advances in this direction, when in 1846 in Rugby the first truly standardized rules for an organized game were laid down. Finally, in 1863, developments reached a climax. At Cambridge University, where in 1848 attempts had already been made by former pupils from the various schools to find a common denominator for all the different adaptations of the game, a fresh initiative began to establish some uniform standards and rules that would be accepted by everyone.

The Football Association already had 50 member clubs. The first football competition in the world, the FA Cup, was established in 1872. By 1888 the first league championship was under way. The spread of football outside of Great Britain, mainly due to the British influence abroad, started slowly, but it soon gathered momentum and rapidly reached all parts of the world.

The next countries to form football associations after the Netherlands and Denmark in 1889 were New Zealand (1891), Argentina (1893), Chile (1895), Switzerland, Belgium (1895), Italy (1898), Germany, Uruguay (both in 1900), Hungary (1901) and Finland (1907). When FIFA was founded in Paris in May 1904 it had seven founder members: France, Belgium, Denmark, the Netherlands, Spain (represented by Madrid FC), Sweden and Switzerland. The German Football Federation cabled its intention to join on the same day. This international football community grew steadily, although it sometimes met with obstacles and setbacks. In 1912, 21 national associations were already affiliated to the Federation International de Football Association (FIFA). By 1925, the number had increased to 36, while in 1930 - the year of the first World Cup. (<http://www.usyouthsoccer.org/assets/1/3/>)

2.1.1. MODERN HISTORY OF SOCCER: 18th Century onwards

According to <http://www.historyofsoccer.info/> sport that has held our awe and admiration for over 3000 years. The history of modern-day soccer was established in 1863. In October 1863, eleven representatives from London clubs and schools met at the Freemason's Tavern to set up common fundamental rules to control the matches amongst themselves. The outcome of this meeting was the formation of the Football Association. In December 1863, the Rugby Football and Association football finally split as the supporters of the Rugby School rules walked out.

Firmly establishing the foundation of soccer in 1869, the Football Association strictly banned any kind of handling of the ball. Soccer's popularity spread rapidly during the 1800s as British sailors, traders and soldiers introduced the sport to different parts of the globe. Italians, Austrians and Germans drew to Europe, while Argentina, Uruguay and Brazil adopted the sport in South America. FIFA was established in the year 1904 and by early 1930s; different leagues were operating from various countries. FIFA is credited with organizing the first world cup in Uruguay. The history of soccer is rich with events, development and its growing craze all over the world. You will find yourself amazed as you learn about different times of this wonderful.

According to Taylorsville Youth Soccer League - Soccer History (2011 to 2014) Soccer has become increasingly more popular in the United States in the last 30 years, with nearly 3 million children between the ages of 5-19 now playing in youth soccer leagues throughout the nation. Soccer began in England in the mid-1800's, and was originally played by the higher, more aristocratic English classes in their boarding schools and private clubs. The ease and in expense of the sport quickly moved it ahead as a sport for the masses. Today soccer is ranked as one of the world's leading sports for commoners.

Soccer began to spread throughout Europe almost immediately, with Spain, Germany, Italy, and France all taking up the game by the early 20th century. As interest in the sport grew throughout the world, so did an interest in formal competition. In 1900, the first soccer game was played at the Olympics, with medals introduced just eight years later. Professional players, however, were exempt from competition in the Olympic Games for more than 80 years. The interest in youth soccer remains strong throughout the United States today. Sports teams and leagues are now available in nearly every American community. From pee-wee players who aren't even in school yet, to semi-professional high school teams, players of all interest and abilities are now hitting the soccer field for both spring and fall competition. The U.S. Youth Soccer, a division of the USSF, now includes nearly 3 million official players.

<http://www.taylorsvilleyouthsoccer.org/index.php/resources/soccer>

2.1.2. AFRICAN FOOTBALL HISTORY

According to Teshome yigiremw thesis (2012, p16) the confederation of African football was in 1957 G.C and received birth into FIFA a world cup in 1970 G.C Abdel Aziz Abdullah was the first president of the confederation. It represents 53 countries from all over Africa. The confederation of African football has a close relationship with the union Arab de football association as 10 of its countries participate in the junior Arab football association cup, and with all the federation which are inside each African country. In 2007 the federation teamed up with union Arab football association in order to put on the meridian cup.

From the 1950's to the present, African states have achieved equality on the football pitch despite their overall struggles in national and international development. As Cameroon's World Cup victory demonstrates, the game can have both positive and negatives effects on Africans and on African countries. Football can be a source of national and continental pride and of economic advancement; it can be a source of personal dreams and personal fitness. Football can also be a source of corruption and human trafficking. Even with these possibilities, are sports in general and football in particular really relevant in the future of African states as they continue their integration into the global community? Yes a more important lesson can be learned by first observing how the African states navigated the international football politics to achieve equality, extracting the Football Development Model from this history, and then demonstrating how this model can be applied to future development. In achieving equality in the international football scene between the 1950's and present, the African countries followed a pattern for their success that can be applied to other areas of national development. A brief history of the successful African football journey provides the background for developing the Football Development Model.

2.1.2.1. AFRICAN FOOTBALL AND FOOTBALL ORGANIZATIONS

The examples cited in the previous section demonstrate African countries using football as a tool in development, but they do not explain how the African states achieved equality on the pitch. This history provides an effective pattern that can be copied in other venues to improve Africa's standing in the international community. In order to understand this history, one has to begin by understanding the organization of Federation International de Football Association (FIFA). FIFA is a large and complex organization; The three layer organization consists of FIFA at the top level, which governs six continental confederations: Europe (UEFA), Asian (AFC), Africa (CAF), the Pacific Ocean Area (OFC), South America (CSF), and North / Central America (CONCACAF). Each of the continental confederations is responsible for governing the national associations in its confederation. FIFA has risen from its small beginnings to become a major international organization with massive financial clout.

The African continent is united under the Confederation African de Football (CAF). Egypt, Sudan, Ethiopia, and South Africa convened in 1956 to establish CAF and establish the first African Cup of Nations for 1957. CAF immediately stood-up for African rights as it banned South Africa from the inaugural Cup because it would not compete with an integrated team. Between 1957 and 1974, CAF struggled with FIFA politics as they attempted to get more African teams into the World Cup, but were continually rebuffed by European-dominated FIFA who claimed that African football was not worthy of additional entries. During this time period, the number of countries in FIFA increased from 54 (over half from Europe) to 140 (less than a third from Europe).

Grassroots Fundamentals in the Rise of African Football- For any skill to be learned, adequate training must be provided. In the case of football, FIFA, in cooperation with the national football associations, has created a wonderful system for training coaches, players, and officials. Football has been grouped into technical skills (like dribbling, passing, and tackling), tactical skills (like team formations and controlling the midfield), and psychological skills (like being prepared to play). Coaching these skills has been organized into various levels, where a specific set of training is provided followed by a written test and a demonstration test those results in a certification for that level, with the levels roughly corresponding to beginner through

professional. Properly trained coaches are then prepared to organize practices for beginners, intermediates, advanced, and professionals. FIFA has organized a similar system for referees and officials. The African associations did not solely negotiate financial aid from FIFA, but rather funding support that included establishing grassroots training in the fundamentals of football throughout Africa. This fundamental grassroots training has allowed football to prosper at all levels of African society.

According to "**football (soccer)** History in Africa" Encyclopedia Britannica. 2009. Encyclopedia Britannica Online. 22 Feb. 2009. Soccer has been an important part of African culture for many years. Soccer was introduced in about 1850 by British settlers and missionaries (pitchinvasion.net). The first match ever noted was held in Cape Town in 1862. After the match was played, the sport spread quickly across the continent. The sport was enjoyed in the British colonies and in the indigenous tribes across the continent (Encyclopedia Britannica). The first championship in Africa was played in 1919. The championship consisted of a team from Morocco, Tunisia, and Algeria. The teams played for the North African Cup, which was established in 1930. In other countries such as Kenya and Uganda, the teams played for other championships. These championships stretched across the continent and involved teams from countries across the continent as well (Encyclopedia Britannica). Soccer in Africa began to expand after World War II. Modernization allowed Africa to build new facilities. Along with the building of new facilities, Africa was able to hold many new competitions. One of these competitions was the French West Africa Cup which was held in 1947. Soccer continued to grow in Africa throughout the 1900's (Encyclopedia Britannica). African soccer began to get recognition in the 1960's and 1970's. The players earned a reputation for being skilled. Their style of play was also every recognized during this time period. The style involved creativeness, hard work, and flexible strategies. This gained the attention of some of the countries in Europe (Encyclopedia Britannica). In the late 1970's, many African soccer players began to play for European countries overseas. Although many Africans began to play soccer overseas, the style of play from the African players quickly became disliked by the European teams. In the 1980's and 1990's, African soccer made its way into the global spotlight. After a few wins at the Olympics,

FIFA gave Africa its global recognition by giving five of the continents best teams a place in the 1998 World Cup (Encyclopedia Britannica).

2.1.3. THE HISTORY OF FOOTBALL IN ETHIOPIA BEFORE & AFTER THE FIRST WORLD WAR

According to J.S Blatter (1996) Federation International De Football Association (Amendment of law of the game, p33) Football was introduced by foreigners who resided in Addis Ababa during about 1924 or 1916 etc. These communities Armenian, Indian, Greeks, and Italians formed community teams and held. Tournaments at Jan hay meda the sport found its way shortly in to the compounds of the menelick II and Tafari Mekonen school were teams were formed and matches. This school computation initiated the youth to choose football predominantly. Other the computations were used to a matches of game courts in their week end. The referees were the tournaments were hot trained in the rules and way of gravitating. The referees were activating match by raining on a house back were the ball is kicked it at it rolls towards them.

As football continues in such away neo good football were come to being from Menelik II and Teferi Mekonen School. Goalkeepers were not allowed to hold the ball with their hands instead they kick it as it rolls towards them.

The initiation in such a way of football computations among school well developed and hand invited for the organization of clubs to compete with foreign communities. Moreover the school toys around. Arada believe to organized a club other than the school teams and organized saint George club in January 1935. Although the club was organized by the school students, there were no any football material help for them, for there reason most of the players were playing with base foot with the contribution of each football player within a few period of time they full filled the necessary material and matched repeatedly with Armen and Greek communities. This school phase of early soccer player comes to close in May 1936 lat to the fascist invention. During the acceptance, the Italian formed their own team in Addis Ababa and other towns and eager Ethiopian falls had to satisfy their desires and love for the game by watching the Italian play from side out ground fields.

In 1953 the Ethiopian national team towards various European countries were if in countered different teams, out of the 20 games held in Greece, Yugoslavia Sweden. Hall end and Australia it won and 4 lost 13 and drew three. The federation was limited to walk only in Addis Ababa. since 1948_51 in move 10, 1951 the federation meeting head passed decision to extend its work on other regions of Ethiopia and the federation to be known as the Ethiopian football federation and then the shoa football team become a member of the Ethiopian football in 1951 Eritrea and Harargh in 1952, Gonderein 1963, Gojjam, Aris and Gammu Gofa in 1969 Bale in 1970 and Illubobur in 1972 become member of the Ethiopian football federation. Ethiopian become a member of the African football federation in 1952 the third African country next to Egypt and Sudan to register with the federation. The sent her first representative to FIFA at the 1968 meeting in Sweden. In the 1965 FIFA congress with in condone the secretary of the Ethiopian football federation Ato.Yidnekachew was elected member of FIFA executive committee five holdings one of the two stets reserved for African countries'.When the African football confederation was founded:-Khorton in 1965 there only foundation of countries, Egypt, Sudan and Ethiopia. Though the Egyptian football federation was only 13 years old at the time and on the process of being organized it.[Amendment of law of the game1996 p35]

2.2. FOOTBALL DEVELOPMENT

According to W.A.Adonis and Lennert Johansson (may, 2011) The management of Junior football development program -former president of the union of European Football associations (UEFA) grassroots football is the foundation of the sport, if the grassroots are not cultivated, football at all level will suffer (UEFA, 2005).in the UEFA grassroots newsletter, it is further stressed that the national football association are best suited to manage their own grassroots strategies.

According to FIFA (2001.1) Ajax Amsterdam aims to develop talented young football players in to exceptional football players. The clubs believes that only the exceptionally gifted players will becomes professional football players and compete at the highest level. Therefore, Ajax's is partly dependent on players from their youth's system. The youth teams are already accustomed to Ajax style of play, training methods, behavioral standards and house rules. (p10)

2.2.1. YOUTH DEVELOPMENT

According to Robert been LAKSHYA Indian football federation p11—At a young age winning is not the most important thing... the important thing is to develop creative and skilled players with good confidence.” **Arsene Wenger**, Manager, Arsenal FC

If we look at the topmost football countries in the world today in terms of the FIFA rankings, it is evident that each of those countries has an excellent youth development system. Youth development is the pipeline of talent for the future; we cannot think of improving upon our current status in football without improving our youth development system. This section of the AIFF Master Plan lays down the basic structure of a National Youth Development Plan (NYDP) which is targeted at all stakeholders related to youth football in the country – youth players, coaches and referees, schools, students and their parents, academies and football schools as well as the administrators will find it useful to read this document. It not only describes AIFF’s vision in terms of developing different aspects of youth football in the country but also links all these aspects together to provide a consistent and well structured pathway for our young players to realize their dreams of becoming professional footballers.

To sum up- Player development guidebook for JJK Jyväskylä football club Babatunde Wusu Bachelor’s thesis Vierumäki unit(2013, p4) The development of performance in competitive play is achieved through a systematic training process. The process must be designed to induce automatization of motor skills and to enhance the structural and metabolic functions. Training should also promote self-confidence and improve the tolerance for higher training levels and competition. Sport activities in general are combination of strength, speed and endurance executed in a coordinated and efficient manner.

Dynamic training involves the manipulation of training load through the variation of intensity, duration and frequency. (Smith 2003, 1103-1104.)

There are two categories of athletes who are able to perform at the highest level. They can be labeled according to their system of training. On one hand there are those who are genetically talented, who can be called thoroughbreds. And on the other hand, there are those who have highly developed working ethics and can be called workhorses. (Smith 2003, 1103-1104.)

The long term career plan to reach competitive level of soccer should be produced for players who really want to reach the elite level. The plan should have information about the basic fundamentals of development needed to reach the elite level. This plan should include the amount of training and competitive events needed during the 10 to 15 years long plan. The explanation of different training principles should be carefully covered and explained in the guidebook. With this material the player and the coaches could plan the player's path to reach the elite level of soccer.

Benjamin Bloom researched in (1985) how talents are developed. He divided the development into three phases: early years, middle years and late years. In this thesis these phases are linked with the five stage model of soccer player development to bring in deeper aspect of developing talent of the young players. (Gibbons 1998.)

According to official sit of Washington youth soccer <http://www.washingtonyouthsoccer.org/>
Coaches player _development Washington Youth Soccer's Player Development philosophy and programs are guided by our Long Term player development plan, which calls for creating training environments where the focus on the development of our players and not the short-term goal of winning a game or medal. Washington Youth Soccer's goal is to develop better players by providing support structures and programs for clubs, coaches and parents to implement this player-centric programming at every level of the game. Our training philosophy involves implementing age-appropriate training curriculum at all levels to ensure the best development of our young players. By understanding the correct areas of focus at each stage of a player's development, parents and coaches can work together to ensure that our player's education is being correctly facilitated. Our Long Term Player Development model is just that, long term, and we aim to provide a standardized and structured support plan to guide our clubs', coaches and parents in order to assist all our players in reaching their full potential of the game.

Players: According to Gorder Miller (2003)-Virginia youth soccer association, (p7) children play soccer to have fun, to learn and develop a passion for the game as well as to improve their skills. Players have a responsibility to their team, coach, and soccer organization. They are

representatives of the club as well as the team, coach, parents, and the community. Players must maintain a high level of sportsmanship and fair play. **Players should:**

- Play within the laws of the game and spirit of the game
- Be on time and prepared for matches and training sessions.
- Display self-control in all situations and should not use foul or abusive language at any time-before, during or after a game, or training session.
- Train and play to the best of their ability, have a positive attitude, and encourage others to do the same.
- Show respect towards the referee and his/her assistants as well as toward the opponents.
- Not harass, abuse, or berate a referee for any reason.

According to Florida Youth Soccer Association (FYSA) Coaches Handbook (210:8) states:

They youth level is where we need to realize that the game plays are not the “adult game.” Age appropriate training is crucial at each age group to match the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level. The activities need to be a purpose. Thus, because of its impact on the development of youth football players and their performance should be given due attention. It is the training which is conducted by coaches that determine the performance of players and the development of main clubs’ status. Therefore, coaches are required to approach each training session with a well structured plan and method of training according to the United States Soccer Federation (USSF) Coaches Manual (1973:8) explains: It is clear that the coach must plan carefully to achieve goals and objectives, especially in terms of player development. Coaches need to make a plan of action at the beginning of each year or season. By doing so they have an outline of what they want to achieve by the end of the year and how they intend to accomplish it. Coaching without a plan, especially youth levels often results in players not receiving instruction or practice in areas that are the bases for future development.

2.2.2. ORGANIZATION OF PLAYER DEVELOPMENT BY AGE AND STAGE

According to http://sunnyvalesoccer.org/general/rec_rules.shtml Children do not learn in the same way as adults, especially when the learning process involves both intellectual and physical activity. Age conditions the way a person perceives and interacts with the world and with others. In any learning process, age is the key component in selecting appropriate content and methodology. Soccer is no different. For this reason we must not train 6 year old players the same way as 13 years old players. Training sessions must be adapted to the age of the players. Taking into consideration the characteristics of human and player development, we have structured the curriculum into four age groups:

- initial stage - 5 to 8 years old
- basic stage - 9 to 12 years old
- intermediate stage - 13 and 14 years old
- advanced stage - 15 to 18 years old

According to FIFA the player of tomorrow*(2010: p5)

Stage	Age Groups	Characteristics
Initial	U6, u7, u8	Very young players from 5 to 8 years of age love to play. Therefore, all practices should be based on fun games. Players must spend the maximum time possible in contact with the ball and experiment by themselves. For the first time the player has to build a relationship with other players. Give different responsibilities to the players in order to develop a sense of team. Basic motor skills like walking, running or jumping have to be combined with ball handling and ball control.
Basic	U9 u10 u11 u12	Pre-pubescent players from age 9 to 12 years have a special ability to learn. Therefore, this is the right age to work on specific soccer techniques and skills. Developing good technique is essential at this age. 1v1 and 2v1 attacking and defending situations are important to develop individual skills as well as the passing techniques to develop the necessary team game. Use small-sided games to develop basic attacking and defensive principles. Other important aspects of tactical training are possession, combination play, transition and finishing in the final third, as well as zonal defending. Players will rotate in two or three different positions to avoid early specialization. Speed, coordination, balance and agility are the main physical aspects to improve at this stage.
Intermediate	U13, u14	At this stage, training sessions are orientated more toward tactics and the player will practice in bigger spaces. Players must practice all different types of techniques at this stage. Strength and endurance should be part of the fitness training. Coaching methods have to consider and preserve players' health since they will be experiencing many changes due to puberty at this stage. Warm-ups and cool downs are essential as is dynamic flexibility. Players must develop discipline at this stage by following the instructions of the coach both during and outside training sessions.
Advanced	U15 U16 U17 U18	Tactical training and small-sided games are an essential part of the training at this stage. Attacking and defending principles must be part of all games. Important aspects of the tactical training are speed of play, quick transition, and counter attacking finishing in the final third, as well as pressing and. Technique will focus on speed and accuracy. Passing and finishing are two of the main techniques emphasized at this stage. Part of the technical training will be position-specific (e.g. defender: passing, center midfield players: receiving to turn and strikers: finishing). The physical aspect of the game is key at this stage: endurance, strength and speed will be part of the weekly training routine. Players should be expected to show commitment to the team, concentration in training sessions and competitiveness during the game.

2.2.3. THE FIVE STAGE MODEL OF DEVELOPMENT FOR SOCCER PLAYERS

According to Player development guidebook for JJK Jyväskylä football club Babatunde Wusu Bachelor's thesis Vierumäki unit (2013, p4-9) It has been researched that it takes about ten to twelve years for young athlete to reach the elite peak of the performance levels. This means that only a long-term, well-planned program including training, competition, rest and balanced life style can result in optimal development. For a young player, the progression through this plan requires dedication, patience and a desire to achieve excellence and success. (Stratton et al. 2004, 165.)

An expert of long term athlete development Ph. D. Istvan Balyi has divided the development of an athlete into stages. There are two different kinds of models: The other has four stages and is useful in the sports where early specialization is required (table tennis, gymnastics). The other has six stages and is used in late specialization sports (track and field sports, team sports). (Balyi 2003.)

Only five of these stages are useful in soccer (Stratton et al. 2004, 166). They are:

- a) The fundamental stage
- b) The "training to train" stage
- c) The "training to compete" stage
- d) The "training to win" stage; and
- e) The retirement stage

It is very important to note that the individual speed of development and the maturation of the athlete will determine how an individual will enter the different stages. All the developing athletes will go through all the stages but there may be individual differences. It is very important that every stage, except the fundamental stage, is based on upon training.

Communication with players and their parents is very important; and it is important that everyone knows and commits themselves to the fact that training is the key ingredient for successful performance and competition. (Stratton et al. 2004, 165-167.)

A). Fundamental Stage

The fundamental stage is between the ages of six and ten. The main aim during this stage is to develop the fundamental skills through a balance of generic and sport specific activities, the training of movement skills, and the development of agility, coordination and speed. At this

stage it is very important to take part in a wide range of physical activities. (Stratton et al. 2004, 166-167; Balyi 2003.)

At the fundamental stage it is also important to teach the players to like the game and the training. That is why the coach should pay a special attention to the atmosphere of the trainings. The activities should be well organized and fun for the children. (Stratton et al. 2004, 167; Forsman and Lampinen 2008, 1.) At this stage the talent is at the “romantic” level. Children are naturally drawn into the field of their interest. They learn the basic skills by playing and having fun but they also have already the willingness to work and develop. According to Bloom, the most important job for adults at this stage is to encourage and give positive support. At this stage, the talented young people don't necessarily need leaders or extremely skillful role models in the sport. The most important thing is to create enjoyable atmosphere. (Bloom 2013.)

Another important sector of the game that should be taken into consideration at this stage is the introduction of the basic rules and ethics of the sport. The coach should be aware of both the social behavior and the emotions of the athletes and guide them to gradually internalize the basic rules and the ethics behind them. (Stratton et al. 2004, 167.)

b). Training to train

The “training to train” –stage is between the ages of ten and fourteen. At this stage the foundation of sport-specific skills, technical and tactical appreciation and physical and mental fitness should be the main focus of the training program. (Stratton et al. 2004, 166; Balyi 2003.)

Learning the basic sport-specific skills is important at this stage. At the same time the winning mentality should be developed in the competitions, and also the junior's inner-built motivation of doing their best has to be supported by adults. Learning to be motivated to train is still more important than concentrating to competitive play. (Stratton et al. 2004, 167.)

The development of talent at this age is characterized by the fact that the young person is starting to find his inner-built motivation. An athlete starts to understand the need of discipline and hard work. According Bloom, the best teachers and coaches are strict and demanding.

They are setting high standards and making the training interesting, exciting and challenging. (Bloom 2013.)

The quality of the training can be ensured by carrying out the whole yearly training program.

The program should also include tests, controls, competitions and games to observe the development of the athletes (Forsman and Lampinen 2008, 123). Periodical training plan and observation of the development are good tools for the coaches to learn to know each player's individual strengths and weaknesses and to tailor the training according to them.

It has been a challenge to create football culture in settings like playing on the streets or fields without someone precisely organizing or coaching it. Club's trainings alone are not enough to ensure the development of the skills, techniques or the game sense of the juniors. When children are playing together, the inner drive to play and love the game will develop stronger. That inner drive will be crucial when there is a bigger challenge and the training and games gets tougher as the children grow up.

c). Training to compete

The "training to compete" stage is between the ages of fourteen to seventeen (Stratton et al. 2004, 166). At this stage the ratio of competition in training is increasing. The focus is in developing complete football players which means that all of the sectors of technical, tactical, physical and emotional development and the life style of the athlete are in balance. (Beswik 2001, 15.)

At an individual level the players should be trained to set their individual goals and to keep on developing the winning mentality. The trainings should include both training for the whole team and training to develop the individual's strengths and weaknesses. It is a challenge for the coaches to develop the individual training plans that go side-by-side with the team training plan. The tactical and technical development plays an important role at this stage. (Bayi 2003.)

D). Training to win

The "training to win" stage is onwards from the age of eighteen. At this stage, the focus should be in maximizing the performance in all aspects of the game. All the aspects of a complete football player should be fully developed. On the top of that, the athletes should have an in build understanding of the healthy lifestyle of a professional sportsman. (Stratton et al. 2004, 166.)

It is important that the training is sport-specific physical training, which is based on analysis of the characteristics and physical requirements of soccer. On the top of the requirements of endurance, explosiveness and speed are the skills to control the ball in different situations, different techniques of kicking, passing and dribbling, and the ability to read the game and see the right positions with and without the ball. (Arnason et al. 2003, 278.)

The main idea of this stage is performance. Athletes are made to be aware of their strengths and weaknesses. It should be clear for all the players what it takes to be successful in soccer.

Through that knowledge the motivation to train is high because at this stage the athletes can already justify why it is important to do certain training. The knowledge of how and how long it takes to develop certain properties brings belief and confidence into the athlete's trainings and games. (Forsman and Lampinen 2008, 233.)

Well balanced life both in the sport and outside of the sport is important for a sportsman.

Education's importance should be stressed also. Athletes should be encouraged to think about life after sports and to think what kind of career they are interested in. (Forsman and Lampinen (2008, 237-238.) At this stage participation level in sports-specific training should be nine to twelve times per week (Stratton et al. 2004: 166).

E). Retirement

At this stage athletes move on with their life. Most move into sport related careers (Balyi 2003).

For some it is harder than for others. Some athletes succeed in moving on after active sport career while others take several years in balancing between retirement and making come-back.

Some athletes are forced to retire due to injury. (Laine 1997, 78.)

For the future plans it is also important that the athlete can feel at least some degree of satisfaction with the past sport career. There are few athletes who feel disappointed after their retirement to a degree that it affects their everyday life. It is very important that former athletes find a place where to focus the energy and time that is left after sport career.(Laine1997, 79- 80.)

2.2.4. COACHING AND PLAYER DEVELOPMENT

According to- Christian Lavers, Madison Director of Player Development :- A great deal of thanks is owed to Ian Barker, Director of Coaching and Player Development for the Minnesota Youth Soccer Association and former UW Men's Assistant Soccer Coach, for his donation of time, materials, and advice in putting together this article. Soccer is rapidly growing and becoming more popular in this country. With this growth has come an expanding player pool, more qualified coaching, and a higher level of play at all age groups. Unfortunately, with this increased popularity has also come more and more pressure for teams to win at younger and younger age groups. In fact, it is not unusual to hear people discuss with enthusiasm the win-loss record of a U8 soccer team!

Parents and coaches who are heavily emphasizing winning at young age groups are causing youth soccer players to burn out and quit the sport, and are hurting the development of all soccer players at these ages. The burnout of youth soccer players is occurring at a ridiculously high rate. Currently, 35% of players quit soccer by age 12, and 80% of those who played youth soccer are no longer playing by age 16! This burnout problem is inextricably linked to the pressure child athletes feel to win soccer games—a pressure placed on them by parents and coaches. One reason behind this pressure, and the win-at-all-costs mentality associated with it, may be the misperception people have as to what soccer player development is. Parents and coaches of very young players increasingly identify success on the scoreboard with proper player development. However, at a youth level, the correlation between winning and the development of a soccer player is often very low. Unlike other soccer-playing countries, in this country we ask young soccer players to compete and win soccer games before they are taught how to play soccer. The problem with this focus becomes very obvious at higher levels of competition. The effects are remarkably poor when compared with programs in other countries which are focused on technical development—such as the Dutch KNVB.

2.2.5. Developing a Soccer Coaching Philosophy

According to West Admas Boulevard LA84 Foundation soccer coaching manual (1985, p7) - states that-High school coaching may be the most special and important profession anyone can choose. This is not because sports are important, but, rather, because the young men and women

who participate in high school sports are so valuable. As a coach, you have an opportunity to foster both their emotional and physical development. The path to coaching success begins with defining a philosophy to guide your efforts. The sport of soccer offers opportunities for athletic success to a wider variety of personalities, body types and natural athletic talent than any other sport. With its opportunities for individual skill as well as team competition, few other sports can provide so much for so many. There are opportunities to develop physically, emotionally and socially. There are opportunities to discover hidden talents, learn about oneself and develop a new sense of competence and self-work. There are opportunities to be part of a team while competing as an individual. There are lessons about life and reality. There is the motivation to pursue goals and objectives that most teenagers dismiss as being impossible. All these possibilities are woven into the unique fabric of sport. The responsibility of making them an intimate part of every young athlete's soccer experience rests squarely on the shoulders of the coach (1985 pg.8).

2.3. TALENT IDENTIFICATION AND DEVELOPMENT IN SOCCER

Accruing to A. Mark Williams* and Thomas Reilly Research Institute for Sport and Exercise Sciences PDF Liverpool John Moores University

www.skautingtimdif.rs/biblioteka_projekti/Talent%20Identification.pdf

Howe, Davidson and Slobodan (1998) argued that talent has several properties. First, they suggested that talent may be characterized by properties that are genetically transmitted and partly innate. Talent may not be evident at an early age, but there will be some indicators that enable trained people to identify its presence. These early indicators of talent may prove a basis for predicting those individuals who are more or less likely to succeed at some later stage. Very few individuals are talented in any single domain; if all children were talented there would be no way to discriminate or explain differential success. Finally, talent is specific to that particular domain.

Talent Detection –refers to the discovery of potential performers who are currently not involved in the sport in question. Due to the popularity of soccer and the large number of children participating in it, the detection of players is not a major problem when compared with minority sports.

Talent Identification- refers to the process of recognizing current participants with the potential to become elite players. It entails predicting performance over various periods of time by measuring physical, physiological, psychological and sociological attributes as well as technical abilities either the alone or in combination (rangier, Salmela and Russell, 1993). An attempt is made to match a Variety of performance characteristics, which may be innate or amenable to learning or training, to the requirements of the game. A key question is whether the individual has the potential to benefit from a systematic programmed of support and training. Talent identification has been views as part of Talent development in which identification may occur at various stages within the process. Talent development implies that players are provided with a suitable learning environment so that they have the opportunity to realize their potential. The area of talent development has received considerable interest of late, leading several researchers to suggest that there has been a shift in emphasis from Talent detection and identification to talent guidance and development (Durand-Busha and Salmela, in press). Finally, talent selection involves the ongoing process of identifying players at various stages that demonstrate prerequisite levels of performance for inclusion in a given team. Selection involves choosing the most appropriate individual or group of individuals to carry out the task within a specific context (Borms, 1996). It is particularly pertinent in soccer since only 11 players can be selected to play at any one time.

2.3.1. THREE STAGES OF DEVELOPMENT IN TALENT

According to Babatunde Wusu(2013) Player development guidebook for JJK Jyväskylä football club Bachelor's thesis Vierumäki unit (,p10)Dr. Benjamin Bloom has divided the development of talented young person into three stages.

✓ The first stage is characterized by romance, excitement and fun. Children are naturally drawn into the field of their talent. They learn basic skills by playing, testing and messing around. But they also have the willingness to work already at this early stage. (Bloom 2013). Participation in a variety of sports provides optimum psychological, physical and motor skills development. Motor skills developed at this excitement stage provide a foundation for the development of technical skills later. It is also worth noticing that athletes who are not pushed into heavy competition too early have the possibility to build strong ground to flourish later. (Gibbons 1998, 5.)

✓ At the second stage children start to learn the basic rules and structures of the field and they start to comprehend the need of discipline. At this level the young person is starting to find the inner motivation and he is working to master the techniques, skills and understanding of the game. It is important to notice that the young person is starting to identify himself in terms of the field: He is starting to see himself as a soccer player. Often they are also recognized due to talents by the people surrounding them. (Bloom 2013). At this stage it is important to provide proper training facilities, and educate the athletes about nutrition, techniques, theory and psychological sides of sport. (Gibbons 1998: 6.)

✓ In stage three the young people work toward mastery on their own terms. They go beyond the rules and regulations and develop their own style. Instead of looking for concrete applications of different skills they are reaching toward holistic view of the game itself. At this stage the motivation is completely intrinsic. They have spent huge amounts of hours for practicing, and instead of asking for praise they wish to hear critique to develop them more. (Bloom 2013.) But there is of course work to be done for the coach to do at this stage too. An athlete at this level needs top level coaches and specialists to support his development and to help him to integrate his inner passion into activities which help him to perform at his best all the time. It is important that junior soccer players at this stage get opportunities to play with the senior team and other top level players. (Gibbons 1998, 7.)

2.3.2. SOCIOLOGICAL CONSIDERATIONS IN TALENT IDENTIFICATION AND DEVELOPMENT-Familiar Influence

The relative importance of heredity and environment in developing expertise has been debated for some time. Sociological research places greater emphasis on the importance of environmental factors in ‘nurturing’ talent. An important determinant of success in any sport, and particularly in soccer, is socialization into the particular culture (Carlson, 1993). The identification and development of soccer talent in any country may therefore, call for a cultural analysis to complement the behavioral and biological approaches. Parents typically introduce children to organized soccer, whilst friends, leaders and coaches have an important role to play by stimulating the child to further involvement. Parental support and a positive attitude to the children’s involvement in sport are extremely important during the entire growth period (Cote, 1999).

2.4. TOMORROW’S PLAYER-SHAPED FROM TODAY’S YOUNGSTERS

According to FIFA coaching manual www.FIFA.com (2010, 1) Sport in general-and this is particularly the foot – has an important educative role to play in the learning and development process of youngsters. Football not only has to provide the opportunity for youngsters to develop the skills that are peculiar to the game; it also has to help them develop their personality and their psychological and social skills. Specialist football schools, academies and other training centers have to gear their education and training programmes to the concept of all-round education and to playing an educative role, while still respecting the various stages of development and the learning objectives of those stages.

While children’s football covers basic training and initiation of youngsters to the game, primarily through games and co-ordination exercises, a substantial amount of work still has to be achieved with the development and education of tomorrow’s youth players while they are at their ‘building’ stage, the age of pre-training/pre-development, i.e. 11 or 12 to 15 years of age. This is the ‘golden age’ for developing technical skills, as well as the technical/tactical rudiments of the

game and even basic psychology wills. All of the basics of technique, individual tactical awareness and the fundamental principles of the game are trained at this age, as are mental attitudes, such as concentration, self-confidence, perseverance, willpower, etc. The work done at this pre-training/pre-development stage therefore has to be optimized, and the coaches/educators who work with the players have to be passionate about their educative role. Several players today have achieved their fame because of the education/training that they received at centers of excellence, but also as a result of the substantial work that is carried out at national association and club level at this pre-development/pre-training age.

We know the importance of the age at which performance is trained (16-19). At this stage, the greatest emphasis is placed on the athletic and physical preparation of players as well as on their mental approach and tactical preparation—all fundamental requirements for playing the game at the top level indeed, certain countries have now launched specific development programmes for this particular level of training. The most recent major international competitions have provided proof of the excellent work being done by several countries with youth players in this group.

The training and developing of future professional players is, of course, fully justified, because it ensures that they are better prepared to face playing at the top level. It is, however, essential to remember that the game of football has a wider role to play and that it has to include basic educative values as part of its agenda. Football has to provide a real school of life, a school that is prepared to train and develop not only the elite players of tomorrow, but also all of those youngsters who are passionate about the game and who form the base of the football pyramid that the game needs to ensure its continued progress.

2.5. THE PHILOSOPHY OF GRASSROOTS FOOTBALL

GRASSROOTS FOOTBALL IS FOOTBALL FOR ALL

According to, www.FIFA.com Yvon Avry, Marco Bernet, Alvin Corneal, Belhassen Malouche, Govinden Thondoo FIFA Education and Technical Development Department p10 FIFA's grassroots football programme targets boys and girls aged 6-12 years through school, community and club initiatives. The key concept of the programme is to bring together as many people as possible through football. The grassroots programme advocates exchanges and sharing human values and, of course, promotes the pleasure of practicing our Marvelous sport. For some people, grassroots football is a focus for recreational activities, while for others it is the organized practice of the sport, with training and matches, within a school or club framework.

Of course not all young players will become the stars of the future and they do not all have the skills required to become professional players. So intensive training sessions and complicated tactics are not appropriate.

Play is the best means of learning. Above all, youngsters should have fun.

The essential elements of grassroots football are relationships, team spirit and fun. The concept of learning through play while being guided by a coach-educator is a specific approach designed to reach out to the young and create a process to connect to the future. The coach-educator must be dynamic, uncomplicated, passionate and motivational and must always respect the children's physical, physiological and psychological characteristics. The Coach-educators essential mission is to ensure the protection of the children, not only for the sake of the participants themselves but also to reassure for the parents. Given the large number of children, both boys and girls, who take part in football activities, their protection must be a priority. No one must be left unsupervised. If carried out correctly, the procedures to protect the children will still allow them to enjoy the practice of football.

The characteristics of children and the educational approach

As children grow up, they pass through different stages. Children have different needs and behavior; they do not all develop in the same way. For this reason it is important to be aware of the specific characteristics and priorities of each of the stages of childhood and adolescence,

taking into account physical, physiological and psychological aspects. The coach-educator must realize that a young person is not a small adult. The stages of children's growth and development must be taken into account in order to ensure the best possible approach. It is important to consider the physical development of each young player and to distinguish their actual age from their physical age. Furthermore, some children start to play football later than age 6-8, which is when the majority of children start. For this reason it is important for the coach-educator to respect the child's level and have a positive approach to encourage learning.

According to, www.FIFA.com Yvon Avry, Marco Bernet, and others(p52) The grassroots football session the main objective of a grassroots football session is to play football, learn and have fun. The key is to teach the children the basics of football so that they can develop their own physical and mental capacities through the game. It is important for all sessions to emphasize enjoyment and training. The guiding principle is to "learn the game through playing". First impressions are always important for children: for this reason the coach-educator must be acquainted with all the exercises and should prepare the session in advance with specific objectives. The training sessions must be tailored to the participants' abilities. The coach-educator must get the message across to the children that they are genuinely achieving something. This realization will make the session all the more pleasant and full of opportunities for play and learning. However, the coach-educator must be prepared to adapt the session and exercises if he/she considers that changes will improve the children's motivation and involvement.

2.6. COMPONENTS OF FOOTBALL TRAINING

According to U.S. Soccer "License Course Candidate Manual (2008:13) suggests that it is important to clearly understand the components of coaching soccer and how to apply the methodology of teaching both technique and tactics through economical training. The coach must apply these principles to solve problems identified in the game to develop appropriate training sessions that allow the coach to coach the players, not the method. The components/pillars of coaching football/soccer are: technique, tactics, physical fitness and psychology. The order of priority of these components/pillars differs depending upon the age and ability of the players. In addition to this Dewitt J. (2001:74) states that, "When determining

which of the components you will address during each practice session, you must take into account the ages and stages of development of your players”. The details of each component has discussed as follows:

Technical Preparation: as defined in Cambridge Youth Soccer Coaches Manual (2007:6) technique is the skills used to play the game. Dewitt J. (2001:76) also explains about technique as follows: In soccer/football, the most important element is technique. Techniques are the skills of soccer. Without technique, it does not matter how well you make decisions (tactics), how long you can run (endurance, nor how you deal with the stress of competition (psychology). When working with players of all levels, technique must be the emphasis of your coaching.

According to Wondimu.T (Ass Prof) and Damen (2004:26) also states that, technique is evidently of fundamental importance. It forms the bases for possession of the ball, for keeping it under control in difficult match situations and for using it to good advantage. Good technical skill adapted to any particular situation, which enables a player to avoid losing the ball too frequently and then having to expend more energy in trying to regain it. Unless a player has perfect ball control, he/she will never be able to control a game. Since techniques or the skills used to play the game are the fundamentals of football game. Therefore every technique used by players fall under one of the fundamental skills. Following is a description given by Dewitt J. (2001:76-77) about fundamentals of football/soccer game:

. **Juggling:** a player juggles a ball when he/ she repeatedly keep the ball from hitting the ground by using various parts of his/ her body. He/she juggles with his/ her feet, thighs, chest, head, and shoulders. A player starts juggling by lifting the ball off the ground without using his/ her hands (a technique called a pickup). Although juggling may not occur often during a game. Players juggle to increase their ability to control the ball, so it is worthwhile to practice.

. **dribbling:** dribbling involves keeping possession of the ball with your feet. Various surfaces of the feet are used, including the inside, outside, instep, and soles. Players dribble to go past opponents (beat them), to go away from opponents or sidelines, and to move quickly in open spaces. Each type of dribbling requires a different technique. Dribbling technique also involves body feints and tricks to fool opponents. Players use their heads, shoulders, legs, and small touches of the ball to fake opponents by beating them with a dribble.

. **Passing:** players pass the ball to move it from one part of the field to another. There are various types of passes. Short passes usually remain on the ground, while long passes may be on the ground or in the air. Balls might be driven, lofted, or curved (bent). Each type of pass requires a slightly different technique.

. **Ball control:** receiving the ball is important for maintaining possession. When players control the ball, they may use various body parts, such as their feet, thighs, chests, and heads. They might also use different surfaces of each body part. For example, a player might use the inside or outside of his/ her foot when receiving a pass on the ground, or he/she might use the instep or sole of his/ her foot when receiving a ball out of the air.

. **Heading:** players head the ball with their foreheads. Heading may be used for attacking or defending. A player might try to head the ball in to the goal or to pass it to another player. Soccer players also use their heads defensively to hit the ball away or to clear the ball. Players who are standing, jumping, or diving might attempt headers.

. **Finishing:** players finish scoring goals. Finishing might be better described as a pass into the goal. The techniques used when finishing are very similar to those used when passing. Players must work on striking a ball that is rolling, bouncing, or in the air. A ball struck just after it bounces is called a half volley, while a ball struck out of the air is considered a full volley. In addition to mastering how to finish a ball that is rolling, bouncing, or in the air, players also need to work finishing balls coming toward them, moving away from them, or coming from the side.

. **Tackling:** players tackle the ball to dispossess another player. A tackle occurs when a defending player knocks the ball away from an opponent who is in possession. In football/soccer, a player tackles the ball, not another player. There are several ways to tackle the ball, including block tackle, slide tackle, and the side tackles. When a player tackles the ball, his/her intent should be to get the ball away from an opponent, but not necessarily the ball herself. Tackling is the only technique that is used solely for defensive purposes. You would never tackle a teammate.

Tactical Preparation: in U.S. Soccer –“ License Candidate Manual tactic defined as player decisions within the game. Furthermore, as described by Dewitt J. (2001:78) football/soccer tactics are the strategies that players and teams use to play the game. When the coach teaches tactics to his/her players, he/she is actually teaching them how to make correct decisions. During a match a player needs to make many decisions, usually with very little time to think.

Teach and reinforce tactics by coaching exercises that require the players to make decision, or face the same problem, repeatedly.

In addition to this Wondimu.T (ass Prof) and Damen (2004:26) states: Tactics teach players how to be organized, how they should be positioned, how the skills can best be implemented in competition, and how all players have different roles to play on the play ground. The aim of good tactics is to put emphasis on the positive qualities of one's own players and exploit the weakness of the opposition. Moreover, a good choice of tactics helps to build up confidence within the team itself. Tactics can be applied individually, in small group and large group, while both in attacking and defending. However, Dewitt J. (2001:79) suggests that "When working with your players on tactics, focus more on individual and small group tactics than one large group tactics for both attacking and defending." For this also the following reasons are discussed as follows:

- . Individual and small group tactics are less complex and simpler to understand than large group tactics.
- . By mastering individual and small group tactics players will inherently begin to develop large group tactics.
- . No matter how many players are on the field, when analyzing play it is possible to reduce the big game to a 1V1 or 2V1 situation involving the ball. The team that wins more of the 1V1 or 2V1 situations throughout a match is more likely to be the winner of the game.

According to Cambridge Youth Soccer Coaches Manual (2007:6) tactics for youth football or soccer focuses largely on decision making, i.e. how players can make the correct decision given a particular situation. Coaches should try to understand the progression of tactics and coach the players in the proper sequence, so that players are comfortable in solving easier problems as (1V1, 2V1) before they move on to solve more complex ones (4V4).

Thus, as youth football/soccer coach, it is mandatory to consider and identify the age and level of trainees before planning training.

Characteristics of the training for youth players depending on their age level are expressed as follows:

Basic Tactics (U8-U10)

- . (U6, U8) knowing which direction to attack and which goal to defend.
- . Understanding their options when they have the ball (pass, dribble, and shoot in 1V1, 2V1 and 2V2 situations. Basic defending technique.

Intermediate Tactics (U10-U14)

- . Understanding basic role of defenders, midfielders and forwards.
- . Knowing their options when they have the ball (pass, dribble, shoot) in 1V1, 2V1 and 2V2, 3V3 and 4V4 situations. Defending technique.
- . Understanding the thirds of the field (attacking third, middle third and defending third) and preferred options in each “third”.
- . Combination plays (wall pass, takeovers). Defending in pairs.

Advanced Tactics (U14 and above)

- . Continue emphasis on fundamental and intermediate tactics.
- . Overall team strategy (offside traps).
- . Understanding role of specific positions (left winger, center forward, center defender).

Physical Preparation: according to John, Michael and Helen (2000:33) physical fitness is defined as the ability to cope effectively with the stress of everyday life.

Dewitt J. (2001:79) describes that many people associated fitness with the ability to run for a long time (aerobic fitness); football/soccer players actually have a few more requirements.

However, when we are thinking about fitness a player to perform the techniques and tactics of football/soccer for long duration, it is important to have good fitness. Furthermore, U.S.Soccer/football Coaching Manual (2010:12) recognizes that; football/soccer is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances. According to statistics, top-class football/soccer players make approximately 1100 changes in exercise intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a player endure the physical demands of football/soccer and maintain high technical ability and decision-making quality throughout a match. Every football/soccer player, regardless of standard of play, can benefit from a fitness training program based on football/soccer-specific exercises.

For this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to

realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner.

As indicated in U.S. Soccer Coaching Manual (2010:12) Bangsbo J. provides the following insight on fitness training for youth: There is evidence to suggest that training of youth players does not need to be focused on improving physical performance. Often young players get sufficient physical training by regular drills and games. In a Danish study, 132 young players from football clubs, in which fitness training was not performed with players under 15 years of age, were tested using a football specific endurance test. For boys younger than 15 years there was a pronounced increase in performance with age despite the fact that they did not perform any specific fitness training. Furthermore, results of 18 year old players were as high as those of the senior league players. It appears that a player can reach a top-class level as senior player without performing specific fitness training during the younger years. The time saved by excluding fitness training should be spent on training to improve technical skills, as the players greatly benefit from this type of training when they become seniors. When training young players one should be aware that there is a large difference in individual maturation within a given age group. The adolescent growth spurt may start as early as the age of ten or may not start until the age of sixteen. On average, girls mature about two years earlier than boys. As maturation status can have a profound effect on physical performance, care should be taken not to underestimate genuine football talents due to physical immaturity in comparison to other players in the same age group. Another important aspect of youth training is the amount and intensity of training. The coach should carefully observe how the individual players respond to the training, as young players can easily “over trained.” Training for young players, prior to and during early puberty, should not be focused on the physical aspect, but should mainly emphasize technical training. Children are very sensitive to the physical and psychological stresses imposed by a demanding training and competition schedule. They are especially susceptible to injury or burn-out during growth spurts and puberty.

Youth coaches must take into consideration the positive effects of adequate rest periods during training, alternating hard and light practices through the season and allowing days off and time away from football/soccer to recuperate and rekindle passion for the game.

Psychological Preparation: when the coach plans the training session for psychological preparation he/she considers the development of both the mental and cognitive skill.

Moreover, FIFA Coaching Manual (2004:1) explains that mental training is aimed at improving mental attitudes, but also at aiding the improvement of performance related elements through techniques that utilize the qualities and resources of our brain. The development and improvement of mental attitudes can start as early as the pre-training/development stage with youngsters. By giving the players specific rules and instructions during training sessions, it is possible to stimulate the development of their mental approach. However, cognitive skill knows how to read the game, having good all-round vision, being able to see more quickly and make the right choice of move more rapidly are all signs of a good tactical awareness that sets the great players apart from the rest. Furthermore, in the same manual cognitive skills are defined as the instructive tendencies that allow a motivated and committed player to assess situation through a process of knowledge acquisition (attention/concentration/ perception/anticipation).

It therefore encompasses everything that the player's intelligence allows him/her to understand so that he/she can exploit a given situation or action in the best possible manner.

2.7. CHARACTERISTICS OF THE MODERN FOOTBALL

As defined by Wondimu.T (Ass.prof 2004) and Dewitt J. (2001:54) soccer/football is a ball game played between two teams of 11 players, each attempting to win by scoring more goals than their opponent. A goal results when the ball possesses over the goal line between the goal-posts and under the crossbar. In line with this idea, he describes that; soccer/football is a very simple game: the objective is to score more goal than the opponent team. Getting the ball between the goal posts and into the goal scores a point. While playing the ball, players may use anybody except their hands. However, the goal keeper may use his/her hands while inside the penalty area/box of its own team court. This game is the most widely played and watched team sport in the world. In relation to this idea, as stated in <http://www.wordiq.com>., a survey conducted by Federation International de Football Association (FIFA), the sport's governing body, published in the spring of 2001, over 240 million people regularly play football/soccer in more than 200 countries in every part of the world. Its simple rules and minimal equipment requirements have no doubt aided its spread and growth in popularity. In this regard Reilly T.

(1996:1) expresses that; football/soccer is the world's most popular form of sport, being played in every nation without exception. Thus, the characteristics of football/soccer through the world.

The Modern Coach

According to Sam Snow, Director of Coaching (February, 2012,p47-48) US youth soccer player development model

The modern coach should emulate the following characteristics and actions:

- Create learning situations.
- Create age appropriate conditions and intensity of competition.
- Cause transfer of learning from training to match.
- Encourage players to develop physically, technically and tactically.
- develop a team framework and teach players their roles so the team has a good soccer environment.
- explore a variety of strategic situations and have mental and tactical rehearsal for all eventualities.
- Develop infrastructural support; the club has a good soccer culture.
- Develop psychological strength and maturity of the players and team.
- Enjoy the work. Enjoy the game. Strive to win.
- Ceaselessly study the game and work to improve the craft of coaching.

According to Gary Curneen (29 Oct 2013). The modern player is technically more capable, physically faster and stronger, and has access to more coaching and sports science resources than ever before. With the high rewards associated with success, there has never been more pressure on coaches to win, develop players, and play soccer the 'right way'. Aimed at Soccer coaches of all levels and with players of all ages and abilities The Modern Soccer Coach 2014 identifies the areas that must be targeted by coaches who want to maximize a team's potential - the Technical, Tactical, Physical, and Mental sides to the game.

- The Modern Soccer Coach 2014 offers contemporary, focused, and distilled insight into what soccer coaches need to do, and how! Filled with practical no-nonsense explanations, focused players drills and more than 30 illustrated soccer templates, The Modern Soccer Coach 2014 will help you - the modern coach - to create team performances that win match after match!

- Understand how the game has changed and what areas determine success in the game today.

- Create modern exercises that focus on tactical, technical, mental, and physical elements of the game.

- Learn what sets coaches like Mourinho, Klopp, Rodgers, and Guardiola apart from the rest.

- Develop a competitive and enjoyable atmosphere for yourself and your players. (http://www.amazon.co.uk/The-Modern-Soccer-Coach2014/dp/1909125326/ref=pd_sim)

2.8. YOUTH SOCCER PERFORMANCE

According to Thomas Reilly and others (Aug 13, 2004, p232) As the adult game has increased in popularity, youth soccer has also seen significant expansion in recent years. The popularity of the youth game is set to continue. Young boy and girl players wish to emulate professional soccer stars and the professional game, often with long-term financial rewards in mind, is increasingly keen to develop young talent.

Applied sports science is now a well-established feature of the adult game but the sports science that supports modern football does not translate directly into the youth game. The coaches of young players need specific information about children. Themes explored in this text include:

- growth of physiological systems
- development of motor and perceptive skills
- pediatrics environmental physiology
- prevention of injury
- diet and nutrition
- youth fitness and skills training
- effective teaching and coaching of juniors
- The role of football academies.

Youth Soccer: From Science to Performance blends current child-focused sports science theory with youth-specific coaching practice to help create soccer development strategies for children. It promotes knowledge and understanding in all these areas and will further professional expertise amongst coaches who wish to develop the all year round potential of youth soccer players and train the stars of the future.

According to Federico Addiechi (2011), FIFA football for development practical manual (, p5) Football has become a vital instrument for hundreds of social development programmes run by nongovernmental and community based organizations all around the world. These programmes are providing children and young people with valuable tools to actively make a difference in their own lives. By addressing the most pressing issues in each community, these programmes are contributing to positive social change on a global scale. In 2005, FIFA and street football world jointly began to bring such organizations together, strengthen their programmes through direct support and increase their visibility. Football for Hope was thus created as a unique and global movement through which the power of football is used as a force for sustainable social development. With its many successes on the ground, its global reach and the strong commitment of its founders, the Football for Hope movement has become an attractive platform for public and private sectors, civil society and multilateral development institutions to invest in a sustainable way and develop innovative partnerships for social development. Today, the

Football for Hope movement provides access to programmes which serve hundreds of thousands of young people all over the world. The Football for Hope philosophy is to maximize the potential of football in making a concrete contribution to sustainable development.

It is in this direction that the current project, of which this teachers' manual is a part, has been conceived and designed. It is aimed at contributing to and building upon the successes and experiences of the Football for Development strategy in general, and the Football for Hope movement in particular. This manual targets school children and students aged from 12 to 19 years and it is available to educators, including teachers, coaches and social workers, as a vital educational tool and an exciting, practical and innovative example of Football for Development at work. Five target objectives including eradicating extreme poverty and hunger, combating diseases and promoting football global partnerships are a key part of the manual. It therefore focuses on linking the football world and the classroom in an informal way within the realms of global learning and education. Designed as a multipurpose resource pack, the manual is delivered by way of a practice-based resource programme which educators can use to inform and educate their students, creating awareness and understanding, and encouraging them to identify and participate in real, practical global solutions. It is expected and hoped that other areas and actors will be identified and explored. This will hopefully open up further spheres of operation and serve as an invaluable motivation and call for action on both the horizontal and vertical levels.

The key components that determine performance in young players

According to FIFA the player of tomorrow*(2010 p4)

<p>➤ Physical and psychological skill</p>	<p>YOUNG PLAYERS</p>	<p>➤ GAME- RELATED SKILL</p>
<ul style="list-style-type: none"> • Psychomotor co-ordination skills • Ease of body movement and gesture • Factors related to physical condition <ul style="list-style-type: none"> – Endurance – Strength – Speed – Suppleness 		<p>A mastery of technical skills</p> <ul style="list-style-type: none"> • Good tactical awareness (cognitive skills) • Awareness of the basic principles of the game • Tactical behavior as part of the whole team
<p>➤ Personality and mental approach</p>		<p>➤ Social skills</p>
<p>Footballing intelligence (involving attention, perception, anticipation and a good all-round reading of the game)</p> <ul style="list-style-type: none"> • An open personality • Clear and positive mental attitudes 		<p>A sense of belonging to a team: playing for the whole team</p> <ul style="list-style-type: none"> • A mentality and mindset that is geared to playing sport (professionally) • Communication: knowing how to deal with others (by showing respect, a sociable attitude, co-operation and a willingness to listen) • Knowing how to enjoy quality leisure time

2.9. THE SCIENCE OF TRAINING – SOCCER AND LONG TERM PLAYER DEVELOPMENT

According to Thomas Reilly (2007) the science of training soccer -A scientific approach to developing Strength, speed and endurance, (p176-178) -Physical training is a key part of preparing to play soccer (football) at any level, but organizing a genuinely effective training programme requires both an understanding of the physiological principles involved and a practical knowledge of the demands of the game. Bridging theory and practice, this book explains the design of scientifically sound fitness programmes for football.

Includes:

- planning seasonal training to peak at the right time
- Training for strength, speed, aerobic and anaerobic fitness
- Designing appropriate sessions for training and rehabilitation
- Best methods for recovery from exercise and reducing injury risk
- Preparation for play in different environmental conditions
- evaluating the effectiveness of training programmes
- Diet, sleep, lifestyle, young players and long-term development.

Clear explanations of the physiological concepts and sport science research evidence are given throughout, and the book contains many examples to illustrate the training principles in practice. This is an essential text for students of the game and a valuable resource for coaches, physical trainers and sport scientists working in soccer (football).

According to Thomas Reilly the science of training soccer -A scientific approach to developing Strength, speed and endurance Thomas Reilly (2007, 176-178/-Training is a dynamic process and the means by which the individual attempts to realize potential. Physical training is one part of a holistic process which embraces skills acquisition and enhancement, attitude and motivation to improve and gain tactical acumen and game intelligence. There is a necessity for social skills also for the player to fit into a team and participate in group activities.

It should be clear that the ideal training programme is geared to individual needs as well as to team performance and accommodates an overview of the whole person.

Training needs do vary with age and between the sexes. Programmes must be tailored to their requirements and capabilities. These considerations change according to the player's stage of development, fitness level and readiness to progress to the next training step. It has been estimated that recruits to soccer academies in England can expect to have completed 10,000 hours of practice before making their debut in the first team. Over this time formal training will have played an increasing role as part of a long-term development process. It is recognized that a long-term development plan is needed to establish a clear path towards excellence in performance in games. The long-term development model of Balyi and Hamilton (1999) provides a framework in which the young player's training programme can be incorporated. It allows for late developers to catch up on their more advanced colleagues and for those who mature early or are more favorably endowed by nature to make fast progress.

The progression of training (Thomas Reilly, 2007)

The training environment and the guidance available should be appropriate for the age, sex and capabilities of the individual. The progression of the practical experiences presented to young players must suit their maturational state. A framework for emphasizing training priorities for development purposes was provided by Balyi and Hamilton (1999). It may be extended or amended to suit specific groups. Young players may be introduced to 'academy' pathways for development by ages 6–7 years. Up to the ages of eight the emphasis is firmly placed on fun as the boys and girls acquire game skills in the course of play. Ages 9–12 may be geared towards preparation for a later specialization. Variations of small-sided games include 4 vs. 4 and up to 8 vs. 8. Years 13–16 may be seen as the 'age of development', during which more formal elements of training are introduced.

Ages 17–19 are treated as the 'age of competition' at which technical and mental skills training are a focus of attention. Platt *et al.* (2001) showed the advantages of a 3-a-side over 5-a-side games for boys aged 12. In the smaller sided game the participants had more touches on the ball, more successful passes and more tackles than when playing 5-a-side. Thus the extra benefit extended to the physiological training stimulus as well as the greater opportunity for skill learning. Some players have an advantage over their peers by virtue of a greater maturational age. These may be training alongside others of higher chronological age if they are to optimize their improvements. The same can apply to young players precocious in talent. A scheme for

harmonizing components of training with maturation and chronological age should be sensitive to development periods over the entire period of growth. In basic training, a range of activities may be used for improving techniques and fitness individually and in groups from early to late phases of puberty (Stratton *et al.*, 2004a). In ‘_build-up’ training co-ordination and speed occupy a significant part of the training programme. Resistance exercise using body mass is prioritized over more specialized forms of weight-training and loads should not be increased above 25% over this period, the first to second phases of puberty. The ‘_correcting’ phase of training incorporates individually tailored training plans. Loads are increased progressively by 15–20% and time spent training is extended by 5–10% per annum. After this phase, high performance training includes specialist training for strength, speed, endurance and flexibility. Lifestyle and long-term development. A principle of good practice was that achievement should take second place to the positive health and welfare of young person’s which should be the primary outcome of the resistance training. They concluded that quality resistance exercise programmes support natural growth and maturation.

According to Sam Snow (February, 2012,p23), US Youth Soccer Player Development Model Development of soccer players is a continuum that overlaps age groups. The following are the top 10 objectives in the development of a soccer player:

- 1) Develop the child’s appreciation of the game.
- 2) Keep winning and losing in proper perspective.
- 3) Be sensitive to each player’s development needs.
- 4) Educate the players to the technical, tactical, physical and psychological (four components of soccer) demands of the game for their level of play.
- 5) Implement rules and equipment modifications according to the players’ age group.
- 6) Allow players to experience all positions.
- 7) Players need to have fun and receive positive feedback.
- 8) Training should be conducted in the spirit of enjoyment and learning.
- 9) Provide the appropriate number of training sessions and matches according to the player’s stage of development.
- 10) Strive to help each player reach their full potential and be prepared to move to the next stage of development.

2.10. NUTRITION

Good nutritional habits may be developed early in life and players selected for specialist training can be encouraged at ‘Academy’ level to adopt good dietary ton *et al.*, 2003, p. 88. Restoring muscle glycogen levels and in countering the immunosuppressant that occurs post-exercise. The everyday diet should also reflect a strategic ingestion of carbohydrate and protein prior to and following key training sessions to enhance training adaptations and boost recovery. Nutritional advice is provided in detail for players in a variety of publications, including Williams and Devlin (1994), Burke *et al.* (2006) and Rosenbloom *et al.* (2006).

2.11. PARENT ROLE

According to -Gary White, Technical Director Washing on youth soccer –Parents play a vital role in supporting their children's long term soccer development” Gary White, Technical Director Washington Youth Soccer’s Long Term Player Development Plan was not only created for clubs and coaches in order to support the growth of their programs, but also to expose parents to the most comprehensive holistic modern day player centric developmental methods & ideology used by industry experts & successful countries across the globe. By describing the correct areas of focus at each stage of a player’s development, parents now can insure that their children’s education is being correctly facilitated by their coach and club. With the facts clearly stated, parents will now be able to hold clubs more accountable for the services they render.

Parents have a big responsibility in eradicating touchline abuse during games and educating their children in the importance of fair play. This responsibility also includes increasing their knowledge and understanding of what is chronologically appropriate in terms of training and education in order to allow their children to enjoy longevity in the game and achieve everlasting positive memories.

2.12. THE COACHS JOURNEY –COACHING IS CHANGING

According to modern soccer coach(© 2006) Bill Beswick, sportsmind p2 downloaded by [Addis Ababa university] at 04:47 26 December 2013

The only thing constant about modern soccer is change! Increasing knowledge, experience, scientific and technological advancement all exert their influence on the game and our attempts to play it excellently.

Society itself, and importantly the family structure, have changed dramatically and the modern player brings a new profile of strengths and weaknesses to challenge the coach.

Figure 1 shows the pattern of change as we move from traditional coaching – which of course was right for its time – to modern coaching. **FIGURE 1 : THE MOVE FROM TRADITIONAL TO MODERN COACHING**

Traditional	Modern
• Focused on winning.....	• Focused on process oriented
• Task centered	• Player-centered
• Results dominated	• Excellence dominated
• Instinctive	• Careful planning
• Player dependent	• Coach influenced
• ‘Me’	• ‘We’
• Authoritarian	• Democratic
• Speaks	• Listens and then speaks
• Trainer	• Teacher/Technologist
• Field only	• Field and classroom
• Ex-player	• Qualified coach
• Hard worker	• Smart worker

Although coaching must adapt, the virtues of the great traditional coaches – Vince Lombardi, Sir Alf Ramsey, John Wooden and so on – such as presence and charisma, the positive use of power and authority, a driving vision, courage under fire and the ability operate under public scrutiny will still underpin great coaching. What will change are the player-coach relationship and a new emphasis on coaches sharing the process with the players – ‘shared ownership’ – and becoming as much player-centered as task-centered.

All coaches are in the end measured by results but the modern coach will not be dominated by them. They understand that the drive for excellence in performance – an everyday focus on teaching and preparing – is the best way to ensure consistent results and build great player relationships. The traditional coach also often worked alone and dictated the programme from above, but now it is much more common to see the coach as the leader of a multi-skilled support team seeking consensus on the best preparation for the players.

2.13. THE TRAINING PLAN

According to FIFA annual training plan (2009, p1) -the development of a football player and the preparation of a team are comparable to building a house. In order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan. This is known in the sporting world as the training plan. The training plan consists of determining objectives and implementing a set of increasingly detailed procedures with the aim of achieving these objectives. As with any form of education or teaching, as little as possible should be left to chance with training, even though a fair share of intuition, or “~~hous~~” on the part of the coach, also has its role to play in the process. The planning of his team’s training is therefore an essential task for any coach if he is to ensure that the players progress, that their performance abilities develop, and that they are prepared both individually and as a team for competitive action. This is just as much a task for top-level coaches as it is for youth coaches.

Why plan?

- To decide, after analysis and reflection, on the choice of objectives to be achieved, both for the short and the long term.
- To help ensure a better weighting of the elements covered in the training, in terms of quantity, intensity and quality.
- To prevent improvisation in training work.
- To avoid routine and to give the coaching staff and players reassurance.
- To allow better monitoring of training and to facilitate evaluation.
- To allow the coach to respect and monitor the biological, physiological and psychological factors that determine performance.

Planning of training depends to a large extent on the age of the players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved. However, unlike in individual sports, such planning is not easy to schedule in a team sport like football, where players can be involved in several competitions (domestic league and cup competitions for their club, international club competitions and international competitions with the national team). High-quality, methodical

planning, such as that required by a national team, calls for close co-operation between the coach, the doctor, the dietician and the psychologist.

According to Sam snow, director of coaching (February, 2012, p17-20) us youth soccer player development model **Good games can be planned. Great games just happen.** The three main phases of seasonal planning are preseason, season and postseason. The youth soccer coach must also take into account other activities in which the player is engaged. These include school and extracurricular activities, other sports, US Youth Soccer ODP, family and social functions, religious events, etc. These activities will influence the player's soccer experience. The game is the best teacher – maybe. It does indeed teach players by showing them their strengths and weaknesses. However, too many matches in the player's schedule become a hindrance to development. There must be a proper balance between the number of matches played, training sessions per season and time off each season. Coaches need to have a schedule for the season. A seasonal plan should begin by devising the schedule from the last possible event the team could attend in that soccer season. For the U-8 team most likely this is an end of the year soccer jamboree or festival or perhaps just the last play day on the schedule. For the U-18 team, the last event could be the finals of the US Youth Soccer National Championships. Whatever the last event is, plan from that point back to the beginning of the season. This will allow the coach to see the scope of the steps needed to develop players whose skills will culminate at the final season event. Take into account match days, training days, regeneration training days, specialty training, holidays, major school events (i.e., final exams), planned days off and tournaments. The schedule must also reflect the rhythm of training. Following are one month schedule samples that could apply to childhood, pubescent and adolescent teams.

Planned time off is vitally important to avoid over-scheduling, overuse injuries and mental burnout. Both the players and the coaches need time off to recharge their batteries and come back to soccer reinvigorated. It is possible to have too much of a good thing. Club and high school coaches need to work together for the sake of the players on dovetailing their seasons. A week or two off between seasons for the year-round players will reduce burnout. After a little rest and relaxation, the player will come back fully charged and ready to give 100 percent. If this formula is not followed, then players giving a fraction of their ability will become the norm.

Clubs and coaches must plan a reasonable soccer year calendar for each age group. Certainly the U-6 schedule should not have the same intensity, duration and frequency of activity as the U-16 schedule. Beware of the too much too soon syndrome⁴. A symptom of the syndrome is the more *is* better mentality⁵. For positive player development that will last for decades, a balanced approach must be taken in planning the soccer calendar. The following list covers the areas within the planning concept that the coach is responsible for when preparing a team to compete. All four components of soccer (fitness, psychology, tactics and technique) are incorporated into these areas and some will overlap from one area to the next.

Planning concepts:

- Periodization
- Peak at championship time
- Short-term and long-term development goals
- Rhythm of training
- Tournaments must be few and far between. Discretion is necessary when deciding when and why the team participates in a tournament.
- Avoid over training or under training
- Avoid burnout, both mental and physical
- Avoid overuse and chronic injuries

2.13.1. NATIONAL YOUTH DEVELOPMENT PLAN (NYDP)

According to Robert ben LAKSHYA Indian football federation (2013, p13) to become a successful footballing nation and be able to compete against the best, it is clear that the AIFF needs to focus on **youth development**. The NYDP will be the guideline for all stakeholders of football youth development in India. This NYDP is not just meant for the most talented players; it will give all players, with abundant or limited talent, the chance to play and train. In addition to providing us information on players who just want to play for fun and recreation, the NYDP will also provide promising talents a platform and pathway to play at their highest possible level. The

plan will provide a complete vision of youth football; it will bring structure in youth competitions, coach education for youth coaches and referee education for youth referees. All parties will find in this plan the most relevant information about talent identification, youth training and coaching and a match plan for youth teams.

Once this plan is implemented, it needs to be evaluated on an annual basis so that it can be updated as per the latest developments. As discussed earlier, the development of young players in any country goes hand in- hand with the development of coaches. After all, it is the coaches who will be most closely involved in the development of players. At the same time, the most promising talents must be identified and trained in a structured manner so as to utilize the efforts of the coaching fraternity more effectively. Accordingly, the National Youth Development Plan (NYDP) will aim to focus on both aspects equally. As far as identification of young talented players is concerned, two major age groups require specific attention:

- Grassroots level > 6 to 12-year olds
- Junior level > 12 to 19-year old

For players at the grassroots level, efforts should be focused on engaging more and more youngsters to play the game by providing a fun-filled and safe environment. On the other hand, junior level players should be assisted with good all-round football training within a structured framework whereby they can take gradual steps towards becoming a professional player. It is recommended that Small Sided Games (SSG) should be played for players in 6 to 12-year old age group while players who are 12 years and older should play 11 v 11 according to the FIFA rules. Players within the above age groups can further be identified as Community players and Elite players. It is very important for the coaches to be aware of this and be able to identify the players accordingly, so that the right approach for each group can be adopted.

- Community players: Players, who just want to have fun, relax and play a game
- Elite players: players who want to use their talent and enthusiasm to become better players through training and coaching

The detailed NYDP will be attached to the National Curriculum separately. The NYDP will discuss in detail how to train and coach the various age groups, provide medical and physical background information to support basic training and also information and guidance on how to treat these young players mentally. The NYDP, thus, will help to establish a pathway of growth

for both players and coaches. However, the NYDP will never be successful if we are not able to back it up with the right infrastructure by realizing a National Facility Plan (NFP).

The objective of the NFP will be to develop the support infrastructure for realization of the NYDP. More specifically, the NFP will aim to achieve the following:

- A National Football Training and Development Center (Elite Center) for all our National Teams plus administration staff

- Regional academies in every State for the age groups 12 -19 years

- Football School Centers in every State for the age groups 6-12 years but also:

- Typical football stadiums for each I-league club

- Training facilities for all I-league clubs

- Enough natural grass or artificial pitches for matches and training in every State

- Small sided fields in every part of the city and villages Last but not the least, the AIFF shall create an implementation team responsible for ground-level execution of the NYDP.

2.14. COMPONENTS OF JUNIOR SOCCER TRAINING

According to Bachelor's thesis Vierumäki unit Degree Program of Sport and Leisure Management 2013 Player development guidebook for JJK Jyväskylä football club Babatunde Wusu -Soccer players need tactical, technical and physical skills to succeed. All these skills must be developed throughout the junior training years. Professional level soccer is often more interested in selecting the most talented ones than developing each individual to better performance (Hoff and Helgerud 2004, 166.) In junior soccer it is important to keep in mind that even with less talent one can achieve a good performance level with hard work. Even the most talented ones are not going to be stars without putting effort on developing themselves.

When training children, it is important to remember that the physical training should be as various as possible and children should be encouraged to have several hobbies if possible. The adults working with young athletes should be aware of the risks of too early specialization and of the effects of too high expectations. (Malina 2010.)

2.14.1. Requirements of soccer

Since the physical requirements of soccer are diverse, the effective training program must be designed to support all the aspect of these requirements. As mentioned above, soccer player must have good endurance, coordination, and strength, and he must be able to accelerate and decelerate, jump and turn effectively during whole 90 minutes of the game. (Arnason et al. 2003, 278.) Soccer requires also speed, strength and flexibility. To develop speed, one has to develop strength, coordination and flexibility. That is why it is important that already in the early years of practicing the trainings are variable. Strength training with weights is not necessary for prepuberty age children. Strength can be trained with own body weight. Exercises that combine strength and flexibility training are very useful. Flexibility is the highest physical attribute in children. (Drabik 2013.)

2.14.2. Principles of training

There are different principles to be considered in order to plan and accomplish effective soccer training. These are principles of overload, progression, specificity and reversibility.

A). Overload :-In order to cause a change to take place in the energy production and muscular system, a stress must be applied to these systems. When repeatedly demanding more than usual from the body's systems, the systems start to respond by changing to a state in which it can more easily handle the stress. So overload doesn't mean placing an impossibly heavy load on the body systems, but asking the systems to work harder than it is normally accustomed to doing. (Foley and Vogel 1992, 481.)

B). Progression :-The overload principle must be applied in progressive stages. Conditioning start with the exercise intensity the body can handle, allowing time for recovery from the physical stress before progressing to an increased work level. It is also important to know that overloading athletes too soon or not having sufficient time to recover between workouts can cause injury or illness rather than enhance their fitness. (Foley and Vogel 1992, 482.) It is also important that after the fundamentals have been developed, the training volume should be increased progressively. Coaches should plan training stages in a graded manner by adjusting the duration, intensity or frequency of the training according to individual needs. (Stratton et al. 2004, 85.)

C). Specificity:-In trainings both the energy production system and the muscular system must be activated. Even though a natural relationship exists between these systems, it is very important to carefully consider the desired nature of conditioning when selecting physical activity to achieve certain goals. Physical exercises have specific conditioning effects. It is very important to first assess the demand of the soccer team or an individual player in order to select exercises and manipulate the overload factors to help condition players to meet these specific demands. (Foley and Vogel 1992, 482.) The effects of trainings are maximized when coaches are able to develop programs that are specific to individual capacities (Stratton et al. 2004, 85).

D). Reversibility :-Developmental conditioning program alone is not enough. After an athlete's body attains a certain, or the wished fitness level, a maintenance programs are necessary to maintain the performance level. Otherwise the hard earned fitness will gradually will be lost. Players will experience a decrease in fitness level during the competitive season unless training program is made to maintain conditioning throughout the season. The maintenance program does not have to be as frequent as the pre-season program. (Foley & Vogel 1992, 483.)

E). Principles of variation: training program must include variety to keep players interested. The concept of work/ hard and easy / are the basis of the variation principle. Training must always include periods of work followed by rest, and hard exercise followed by an easier work put. Coaches should vary their team's training routine and drills as well as the training location.

F). Principles of long – term training: footballers experience long – term training effects by overloading regularly and progressively their body systems. Gradual improvements in physiological parameters contribute to enhanced performances. The principle of long – term training reminds coaches to be patient as they monitor the progress of the footballers and cares them against pushing youngsters too hard, too fast and too soon. The present researchers consider the principle of training in general operates in terms of gradually increasing stress in a form of loading.

2.15. SCHOOL FOOTBALL

According to Robert baen, lakshya (2013) all Indian football federation, (p22) - In India, there is a tremendous amount of school football with several interschool tournaments being organized on a national as well local basis. A school team is often the first organized football team that a child becomes part of. Hence, football in schools must play an important part in promoting football among students. Clubs and schools should cooperate in recruiting talents, in helping them to register for a club and to give them proper training and coaching. Physical education teachers and school football coaches must be encouraged to participate in a grass root coaching course or become an instructor in these courses.

The AIFF and their DO's should also assist the schools in training and coaching the students and in organizing festivals, skill tests programs, etc.

➤ Football Facilities (2013,p81)

Without good facilities it would be impossible to reach our goals. It is important that we build more stadiums, better stadiums, more fields (grass and artificial).

It is also critical that all existing and new facilities are maintained and upgraded regularly with the assistance of the (Local) Government(s).

➤ Playing Fields – Natural Grass

To be able to achieve our goals of increasing the level of our players and our teams, we need at the same time to develop plans to raise the number and quality of our pitches. In Europe and America, grass fields are still the most favorite. However to address the limitations of grass fields in the number of matches that can be played in a certain time, weather circumstances, water available to irrigate the fields, treatment of the fields, manpower, etc. more and more associations are now favoring artificial fields. Efforts will be made to redevelop more high-quality natural grass pitches for matches and tournaments to be played by various clubs and national teams.

Together with FIFA, the AIFF and its Stakeholders will increase the number of artificial fields substantially.

2.16. EXPERIENCE OF SOME COUNTRIES FOOTBALL

2.16.1. German Youth Soccer Development

According to Simon Weiss (18 July 2013).-German-youth-development: a lot has been said about the German youth development in football - whether it was regarding club football or the national team - and more importantly, from an English perspective, in which areas Germany has an advantage over England. However, coverage usually stops there. There is rarely a full description of how youth development in Germany is set up or only bits and pieces are thrown at you. There are three main pillars that hold the whole development program together: special football centers, either realized through football bases (usually for the under 11 to under 14s, in some regions even younger groups), elite schools that combine education and football and finally, the academies of the professional clubs. We will discuss that stage in more detail in a minute.

The second pillar is the introduction of competitive leagues, with champions and relegated teams from the under 12 level onwards. This stage teaches the players a winning mentality and a sense of competitiveness. It is not merely about performances, but results are important as well.

The final pillar exists to enable any player to play at the highest level at any given age - particularly from the under 17s onwards. That begins with a real *Bundesliga* format for the under 17 and under 19 sides and ends with the introduction of B-sides into the highest amateur (4th division) and the lowest professional league (3rd division). But we will come to that again.

However, the best infrastructure is nothing without proper coaches. That is why only licensed ([UEFA B license](#)), well trained coaches have been put in charge of these training groups, regardless of whether it is under 18 or under 11 teams. For a youth development to be effective and efficient, you need to know the stages of development. You could listen to Arsène Wenger on this as well. In general, there are three main stages for each player.

Stage 1 - age 6-14: here, it is all about the improvement of skill and technique. If at the end of that stage, you do not have any technical ability, you probably will not make as a professional footballer.

Stage 2 - age 14-16/17: here, the focus is on preparing the player physically. That does not necessarily mean sending him to the gym five times a week, but rather teaching him how to be physical. How to use the body to shield the ball, how to go into tackles etc.,.

The final stage from 16/17 onwards would be the tactical education. Depending on the position, as well as individual cases and exceptions (for example players who suffered long term injuries), the final two stages could be interchanged. It is therefore extremely important that this structure has to be kept in mind and has to be implemented into the teaching methods and structures at basically every level. And with that, we are back at the training of under 11s to under 14s. From 2002/3 onwards, the German football association started implementing football bases, led by professional coaches, all over the country, with the aim to allow every player access to the best coaching. Not every player in that age group is fortunate enough to play in the academy of a professional club. Hence, if he is good enough, he will be allowed to train at such a *DFB* base once a week. The main idea of it is to ascertain if players that up to that point, who had not yet been scouted, are still able to improve and become the best player they can be.

2.16.2. YOUTH SOCCER IN NIGERIA

According to youth soccer in Nigeria - [ajibobs07 – Hub Pagesajibobs07.hubpages.com](http://ajibobs07.hubpages.com) Sports and Recreation 13 Apr 2011 - FIFA also reported that it has about 250 million players, 1.3 billion fans ... Every one of the professional football players passed through youth. In the world of sport, one of the greatest names is ‘Socær’. Although it is widely referred to as football in most countries (except for the USA and Canada) it is a universal game that brings the whole world together. Its governing body, Federation International de Football Association (FIFA) was founded in 1904 including the fact that its official rule was documented in the late 18th century. FIFA gives room for youth development and as result organizes competitions from grass-root levels to world cup games such as the Olympics, the under-17, and under-20 FIFA world cup.

Youths are allowed to display their talents and show the world how passionate they are about the game. Every one of the professional football players passed through youth football and since Rome was not built in a day, they developed gradually to acquire their greatest potentials. Nigeria, often referred to as ‘Giant of Africa’ constitutes about one-seventh of the population of the continent ‘she’ is one of the most popular and successful countries in African-football. Although there is an alarming rate of unemployment and poverty, the people embrace football as a comforter and a great gift of humanity. An average 2-year old Nigerian child(usually a boy) terms his ‘default’ fun as kicking stones, or plastic balls usually called ‘*PANKE*’ in the Yoruba ethnic language. The Nigerian youths are avid sport fans. The Nigerian football federation (NFF) governs the footballing activities in the country.

Nigerian youths went into the record books in 1996 at the Olympic went into the record books in 1996 at the Olympic Games where the national team claimed the Gold medal in Atlanta, Georgia. Youth soccer varies in categories and stages. Starting from street soccer which is now gaining a lot of stance and sponsorship brings youth from various streets in a local government together to play for medals and trophies. The school also contributes to youth football by organizing inter-school competitions such as the principal’s cup which cuts across various states of the federation. Corporate bodies, in addition contribute their quota in youth football, as they organize competitions across the federation such as the SHELL cup, Coca-Cola cup, Challenge cup and lots more. In fact, the Nigerian premier league which accommodates professional Nigerian footballers, club sides also give rooms for youth clubs who also participate in some cup matches and competitions. Compared to the European football, the pitches are drier (due to the weather condition) and the games are slower with more focus on individual skills and flairs.

Generally, in the Nigerian football history, the youth soccer has been particularly more successful considering the fact that Nigeria performs better in youth football (genders, male and female) over the years. Some remarkable memories like the 2005 FIFA under-20 Male championship in Netherland where Nigeria was at the finals, 2008 Olympics where Nigeria was also in the finals against Argentina, 2010 FIFA under-20 Women Championship with Nigeria in the finals with Germany, can never be forgotten in the Nigerian football life. Actually, Nigerian

youth soccer is battling with some itches as a result of factors like poverty and illiteracy. Most youth footballers are school drop-outs who cannot afford school fees or consider education a burden. Also, there is a very low level of sponsorship resulting into inadequate playing kits, poor First-Aid and standard treatments for injured players. The governmental and Non-governmental organizations are trying to curb these problems by trying to support both financially and morally.

2.16.3. THE DUTCH VISION ON YOUTH FOOTBALL

According to World coaches beyond Football manual in (2012 p2-3) .The developments leading to the Dutch vision Early 80s't development of youth football education at the KNVB under leadership of Mr.rinus Micheles

- ✓ Study on the best way to teach children to play football.
- ✓ Street football was the foundation for development which includes all aspects of the real game skill, technique, tactics and fitness.
- ✓ year 2011, streets are crowded, computers and television compete with active sport, children train maximum 2 hours per week and play one match
- ✓ Young football players in the year 2011 spend a lot less time playing football than his father used to do.

BASIC IDEAS:-

❖ total enjoyment from football-

When players are motivated practicing their sport, they will learn more from it and become a better player. Our aim is to get as much pleasure from soccer as possible. Most enjoyment in situations where players can score as much as possible and also have to defend .on full size field children do not have enough touches on the ball and therefore do not learn enough.

So we suggest that children up to the age of 11 should play games with smaller sides and on smaller fields. This way they became more in contact with the ball and in match –situation this improves their vision.

- ❖ **Repetition**-Repetition is an important aspect in the process of teaching football. Practice, practice and practice again. Doing the same thing over and over again, what players used to do in the early days in the streets.

In training this mean;

- ✓ many repetition
 - ✓ not having to wait
 - ✓ Sufficient balls, goals
 - ✓ good planning and organization
 - ✓ quality coaching
- ❖ **Good coaching**-Contrary to former football in the streets, matches are accompanied by adults, who often compare the children's game with the adult game and use instruction children do not understand.
 - parents should not get involved with the coaching
 - Coaches must understand how to make things clear to children and that needs knowledge and understanding of the game.
 - The Dutch vision is a coaching method designed to teach youth in a better way to develop better players and to get more enjoyment out of the game.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN OF THE STUDY

3.1. METHODOLOGY OF THE STUDY

Research methodology is a way to systematically solve the research problem. It is a science of studying how research is done scientifically. The research site of this study in Addis Ababa, in the case of some selected clubs. The researcher used the descriptive survey method to conduct the study. In this section the researcher tried to discuss the sample design and sample techniques.

3.2. DESIGN OF THE STUDY

The main objective of this study is to assess and evaluate the prospects and challenges of youth soccer development, descriptive survey, Because, as Best Kahn (2006) state, descriptive research deals with the relationships between variables, the testing of hypothesis and the development of generalizations, prediction of future phenomena is possible (p.118).

Besides this, a survey design provides a quantitative or numeric description of trends or opinions of a population by studying a sample of that population (Cresswell, 2009). As Kumar (1996) states, it is extremely simple in design where you decide, what you want to find out, identify the study population, select a sample and contact your respondents to find out the required information.

Furthermore, in terms of the reference period, the researcher used retrospective-prospective study design. The retrospective study was used for seeing the practice of youth soccer players' previous experience. This is because, as Kumar(1996) indicates, the study was usually conducted either on the basis of data available for that period or on the basis of respondents' recall of the situation, and the prospective design is for estimating future prospects of youth soccer development. This is also because the study attempts to establish the outcome of an event or what is likely to happen (Kumar, 1996).

3.3. METHOD OF SAMPLING

3.3.1 Population of the Study

The target populations of the study are under-15 and under 17 youth soccer players in some selected clubs in Addis Ababa, youth soccer coaches and officer of Ethiopia and Addis Ababa football Federation.

3.3.2. Sample of the Study

Addis Ababa Football Federation contains a total of 10 clubs in under-15 and 20 clubs in under-17 in participant clubs. The total number of players is 380 of these the researcher selected 10 of the clubs (i.e. $10 \times 6 = 60$ One club has an average of 10 players). Of this total population, the researcher has taken 6 male clubs from U-15 and U-17 this means 30 male players from U-15 and 30 players from U17 Simple random sampling technique was used to select trainees. And, 6 youth soccer club coaches and Ethiopia and Addis Ababa football federation officer also purposeful sampling technique was applied to gather data. They all, owing to their limited and manageable size, have been taken as a sample study subjects.

3.4. Methods of Data Collection instrument

The primary and secondary data sources were used in this research. The combination of the primary and secondary information from different sources or employing multiple instruments of data collection techniques increase the credibility of the research findings and minimize the risk of mistaken conclusion.

Accordingly, three kinds of data collection instruments i.e. questionnaire, structured interview, and observation check lists were employed to obtain adequate and variety of information for the study.

For the specific study the following data collection instruments are used:-

- **Questioners –open, closed**
- **Interview questions-open-ended**
- **Observation checklists**

3.4.1. Questionnaires

Questionnaires are a good way to obtain information from a large number of people who may not have the time to attend an interview or take part in experiments. They enable people to take their time, think about it and come back to the questionnaire later. Participants can state their views or feelings privately without worrying about the possible reaction of the researcher. Unfortunately, some people may still be inclined to try to give socially acceptable answers. People should be encouraged to answer the questions as honestly as possible so as to avoid the researchers drawing false conclusions from the study.

Questionnaires typically contain multiple choice questions, closed questions and open-ended questions. The drawbacks for researcher are that he/she usually has a fairly low response rate and people do not always answer all the questions and/ or do not answer them correctly.

The gathered data from the players, coaches, administration, and concerned bodies were and translated in to Amharic and distributed so that they adequately understand and respond to the questions.

3.4.2 Interviews

Interviews are usually carried out in person i.e. face to face but can also be administered by telephone or using more advanced computer technology such as Skype. Sometimes they held in interviewee's home, or at a more neutral place. It is important for interviewees to decide whether they are comfortable about inviting the researcher into their home and whether they have a room or area where they can speak freely without disturbing other members of household.

The interviewer could adopt a formal or informal approach, either letting the interviewee speak freely about a particular issue or asking specific pre-determined questions. This will have been decided in advance and depend on the approach used by the researchers. A semi-structured approach would enable the interviewee to speak relatively freely, at the same time allowing the researcher to ensure that certain issues were covered.

When conducting the interview, the researcher might have a check list or a form to record answers. This might even take the flow of the conversation, particularly in less structured interviews. The interview was held in Amharic to avoid language barrier.

3.4.3 Observation

Observation is one way of collecting primary data. Observation is purposeful, systematic and selective ways of watching and listening to an interaction or phenomena as it takes place. (kumar. 1996:105). The observation focuses on the prospects and challenges of youth soccer development in Addis Ababa, in the case of some selected clubs. The researcher prepared observation checklists in order to collect enough information about the successes and challenges.

3.5. PROCEDURE OF DATA COLLECTION

The data gathering instruments used in the study was drafted on the basis of the reviewed literature and the intended data to be collected. To maximize the quality of the responses and the rate of return the time convenient for the respondents was arranged. The researcher made the objectives of the study clear to all of the sample respondents at the questionnaires, interviews and observation was made on the **players, coaches and other concerned bodies** in youth soccer development and the data are collected from genuine respondents that interpret and recommend based on the finding of the study. In order to avoid confusion and facilitate case, the brief explanation was made by the researcher. A close follow-up was also made to immediately correct problems that arose during the filling of data collecting tools.

3.6. METHOD OF DATA ANALYSIS AND INTERPRETATION

The information obtained from relevant documents the responses which gathered through interviews, questioners and observation were organized, framed to analysis and inferences were made. Finally, interpretations of the data are quantitatively used frequently and counted. Percentages are also formulated depending on the nature of the data collected and first hand information from the respondents, are applied.

After carrying out the collection of data through questionnaire, structured interview and observation check lists, based on the available data; the process of tabulation was carried out. The items then were first classified into different tables according to the nature of issues raised in questionnaires and interviews and the data were analyzed.

In analyzing the data, both the quantitative and qualitative methods were used. Accordingly, all the close-ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage. The data obtained from the open-ended questions of the questionnaires interview, written questioners and observation were analyzed qualitatively and served as supportive tools for quantitative data. Hence, the quantitative data were triangulated by the qualitative data of the study, therefore, has fairly a high level of breadth from the quantitative surveys and depth from the qualitative interviews, document analysis and observation, at all.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the youth soccer players and youth soccer coaches, structured interview designed for Ethiopia football federation and Addis Ababa sport commission, observation conducted on actual training and the availability of facility and equipment and document analysis.

Initially, 60 questionnaires for male, (30 questionnaires for U-15 and 30 questionnaires for U-17 youth soccer players) and 6 questionnaires for coaches were set to gather reliable information in breadth. Hence, the researcher distributed questionnaires to the 60 male youth soccer players and 6 youth soccer coaches. Beside these interview questionnaires was prepared to Ethiopia football federation and Addis Ababa sport commission officer, so the data was from 100% of youth soccer players and 100% of youth soccer coach respondents that it could be possible to generalize the findings.

Regarding the return rate, out of the total 60 questionnaires distributed for Youth soccer players all are returned and 6 youth soccer coaches, all of them were properly filled in and returned. Consequently, based on the responses obtained from respondents through Questionnaires, interviews and observation the analysis and interpretation of the data are presented as follows:

4.1. CHARACTERISTICS OF THE RESPONDENTS

Identifying, analyzing and interpreting the respondent's characteristics are very important that it provides essential information on respondent's ability to provide accurate data.

4.1.1. Analysis and Interpretation of youth soccer development

The background information of youth soccer development by age, sex, marital status, educational status and the time a youth soccer development player joined the club and club coaches in person is analyzed and interpreted in the following table.

Table I. Characteristics of the study population

Category		Types of respondents				
		Coach (N=6)		Athletes (N=60)		
		No	%	NO	%	
1	SEX	MALE	6	100	60	100%
		FIMAEI	-	-	-	-
2	AGE	A - below 15	-	-	30	50%
		B- 15-17	-	-	30	50%
		A -18- 20	-	-	-	-
		B - 20-25	-	-		
		C-26-30	2	33.33%	-	-
		D-ABOVE 30	4	66.67%	-	-
3	Work Experience	1-2 YEARS	-	-	15	25%
		2-3	-	-	17	28.33%
		ABOVE 3	6	100%	28	46.67%
		NO EXPRIANCE	-	-	-	-
4	educationa l status	Elementary school <input type="checkbox"/>	-	-	17	28.33%
		high school <input type="checkbox"/>	-	-	43	71.67%
		12 completed <input type="checkbox"/>	2	33.33%		
		Certificate <input type="checkbox"/>	-	-	-	-
		College diploma <input type="checkbox"/>	2	33.33%		
		BA/BSc/Bed <input type="checkbox"/>	1	16.67%		
		MA/MSC/Med <input type="checkbox"/>	1	16.67%		
		If other specify-----	-	-	-	-
5.		In which of the following courses have you trained to coach soccer?				
		A/First level	-	-	-	-
		B/Second level	2	33.33%	-	-
		C/ Third level	-	-	-	-
		if other, specify	4	66.67%	-	-
6.		Under which base you are employed in the club?				
		A/Full timer coach		-	-	-
		B/Part timer coach	6	100%	-	-
		If other, specify	-	-	-	-

Source:-Field survey, April, 2014

From the data collected and tabulated, the following characteristics or participants background despondence have been obtained.

According to the personal detail show in table 1 all youth soccer coaches and players are male. On item 2 shows, that 83.33% of the coaches' respondents are between age 26-30 years old and 16.67% between age 20-25 years and on the same item 50% of youth soccer players are under 15 years and 50% are under 17 years. Pertaining to their educational background of the players 28.33% of the respondents are at the elementary school, 71.67% of the respondents are at high school students. As of the coaches 2 (33.33%) of the respondents have completed grade 12, 2(33.33%) of them possess college diploma, 1 (16.67%) have their BA/BSC/ and 1 (16.67%) respondents are qualified as MSC. Item five indicates 2 (33.33%) of the use occur coaches are certified by second level coaching course and the remaining 4 (66.67%) received CAF –€” license. To express their work experience all of them have 3 years and above experience. Based on this it is fair to have the perception that the youth soccer coaches have acceptable work experience in the area of coaching youth soccer.

PART TWO-ITEM RELATED TO YOUTH SOCCER PLAYER DEVELOPMENT

3. Respondents response on vision of becoming a great coach and improving coaching course

NO	ITEM	No of Coaches (N=8)	
		NO	%
4	Do you have a vision of becoming a great coach?		
	Yes <input type="checkbox"/>	6	100%
	No <input type="checkbox"/>		
5-	Do you improve your career by taking coaching course?		
	Yes <input type="checkbox"/>	4	66.67%
	NO <input type="checkbox"/>	2	33.33%

Source:-Field survey, April, 2014

Table 3 of item 4, shows that all respondent coaches 6 (100%) have the vision of becoming great coaches. so; we can understand that the coaches are interested in coaching football players.

But on item 5 it is clearly indicated that 4 (66.67%) of the coaches have taken different courses to improve their career and 2 (33.33%) do not have a chance to improve their career.

The above table reveals that all coaches have vision to contribution in the career but 2 (33.33%) of the respondents are not supported by education or timely course. As one coach reaches so many players he can affect many players adversely. So it seems for better for coaches to support themselves by current courses and better education.

4. Respondent's response on better level as a result of past prospects and changing the effort to help their trainees.

NO	ITEM	No of Coaches (N=8)	
		NO	%
6	As a coach do you believe that the youth soccer is on its better level as a result of past prospects?		
	Yes <input type="checkbox"/>	4	66.67%
	No <input type="checkbox"/>	2	33.33%
7	Do you feel that your trainees show changes in your effort to help them to improve physically, mentally and socially?		
	Yes	5	83.33%
	No <input type="checkbox"/>	1	16.67%

Source:-Field survey, April, 2014

Table 4 shows about coaches belief and feeling of youth soccer, item 6 indicates that 2 (33.33%) of the coaches do not believe that youth soccer is on its better level as a result of past prospects. On the other hand, 4 (66.67%) of the coaches believe that the youth soccer is on its better level as a result of past prospects. Item of 7 the same table shows that 5 (83.33%) of the coaches feel the change in players (socially, mentally and physically) is as a result of the coaches effort but 1 (16.67%) feel that the change observed is not as a result of coaching effort.

From the above table (4) its seams that some coaches 2 (33.33%) believe that the past prospects brought any positive effect while 66.67% do not have the view that past prospects helped the youth soccer.

This shows that the former (past) youth soccer development did lay any base for the present youth soccer development. If there had been well organized plan laid for the recent youth soccer, there would have been the expected progress in the area.

Item 7, indicate that the coaches have made a great effort to bring about decisive mental, physical, tactical, technical and social change in players lives. However, it seems that these coaches lacked the opportunity to be supported by concerned bodies and other stakeholders. Therefore, the efforts that coaches make by itself without the help of the stake holders cannot change the youth soccer. It needs collaborative teamwork.

5. Respondent’s response on players selection and their criterion.

NO	ITEM	No of Coaches (N=8)	
		NO	%
8	Who selects the new players to join your club?	-	-
9	Is there a criterion for selecting a new player in your club?		
	Yes <input type="checkbox"/>	4	66.67%
	No <input type="checkbox"/>	2	33.33%
	If your answer is yes for Q-10 place list	-	-

Source:-Field survey, April, 2014

Table 5 shows that selection of new players in conducted by coaches. On item 9 of the same table, 4 (66.67%) of the respondents have selection criteria and 2 (33.33%) of the respondents do not have selection criteria for new players from the respondents answers their section, criteria. Criteria are drawn by simply the coaches’ personal observation such as controlling, dribbling, passing and physical aspect of the players.

From the above table we can see that player selection is by the will of the coaches and some set their own criteria and some do not have selection criteria at all. This clearly indicates us that the coaching system is prone to be unscientific and result in personal bias. The respondents who are engaged in selected new players simply based on trainee’s visible football skills, without having a clear set criterion adjust themselves to join other coaches who apply their own selection criteria by sharing their experience.

The football federation should prepare workshops and training session to such coaches regarding player's selection criteria. That's why it helps them to cultivate wonderful players who are selected and trained in a formal ways free from any personal discrimination and selection bias.

6. Respondents response on parents, trainees and other stakeholders' relationship

NO	ITEM	No of Coaches (N=8)	
		NO	%
10	-Do you have time or a specific period to discuss with players parents about what to be done regarding the trainees?		
	Yes <input type="checkbox"/>	1	16.67%
	No <input type="checkbox"/>	5	83.33%
11	Do you have a good communication between your team, club officials and Addis Ababa sport commission and Ethiopia football federation?		
	Yes <input type="checkbox"/>	4	66.675
	No <input type="checkbox"/>	2	33.33%

Source:-Field survey, April, 2014

The table 6 item 10 shows that 1(16.67%) of the respondents have specific time to discuss with parents. But 5 (83.33%) of the respondents do not have time to discussion with parents. Item 11 of the same table shows 4 (66.67%) of the respondents have good communication with their team, club officials and federations. But 2 (33.33%) of the respondents do not have good communication with team, club officials and federation.

From the table it is observable that coaches ignored the role and contribution of parents to the development of football players and it seems that there is some communication gap among stakeholders. Communication should be all inclusive.

7. Respondent's response on use different techniques and tactics training system is up-to-date and scientific?

No.	ITEMS	No of Coaches(N=8)	
		NO	%
12	Do you use different techniques and tactics in your coaching?		
	Yes <input type="checkbox"/>	6	100%
	No <input type="checkbox"/>	-	
13	Do you think that the training system is up-to-date and scientific?		
	A/ yes	1	16.67%
	B/ No <input type="checkbox"/>	5	83.33%
14	Do you apply principle of training in training session		
	A/ yes	3	50%
	B/ No <input type="checkbox"/>	3	50%

Source:-Field survey, April, 2014

Table 7 items 12 shows that 6 (100%) of the respondents use different techniques and tactic of coaching. On item 13, 1 (16.67%) of the respondents think that their training system is up-to date and scientific. But 5 (83.33%) of the respondents not think that the training system is up-to-date and scientific. On item 14, 3 (50%) of the respondents have indicated that they apply training principle in their every day training and 3 (50%) of the respondent on the other hand responded that they do not apply training principles to their training session.

The use of (variety) techniques and tactics in coaching will have a positive impact. But item 11 shows that 5 (83.33%) of the respondents do not think that the training system is up-to-date and scientific. This seems to have a huge negative impact to the development of youth soccer. On item 14 some or 3 (50%) of the respondents do not apply the training principle in their coaching system. This also implies that the training of the youth has problems. So coaches should take scientific coaching courses to make their practice more scientific and up-to-date.

8. Respondents response on identify and encourage the trainees that have challenges in mastering techniques and how to solve the problems

NO	ITEMS	No of Coaches(N=8)	
		NO	%
15	How do you identify and encourage the trainees that have challenges in mastering techniques like passing or controlling the ball?	-	-

Source:-Field survey, April, 2014

The data on table 8 item 15 as the respondents responded how they identified and encourage the trainees challenges in mastering , the necessary techniques.

The coaches stated that they encourage the trainees to practice repeatedly on the skill that they had difficulties. The next method they use is they use good coaching skills to help such trainees. They intend to make them to enjoy the training by encouraging the players to take famous players they know as a model and try to improve their soccer skills.

9. Respondents response on apply principle of training assess/ the performance of the youth soccer development regularly& progress of the training

NO	ITEMS	No of Coaches(N=8)	
		NO	%
16	Do you evaluate/assess/ the performance of the youth soccer development regularly?		
	Yes	2	33.33%
	No	4	66.67%
	If your answer is yes for what are they-----		
17-	How can you assess the progress of the training session to achieve a good performance in youth soccer development process? -----		

Source:-Field survey, April, 2014

Table 9, item 16, 2 (33.33%) of the respondents have indicated that they regularly evaluate the performance of players and 4 (66.67%) of the respondents do not evaluate players performance regularly.

Evaluating performance is a positive aspect of a coach to know the standard level of the players. But the vast majority 4 (66.67%) of the respondents seems to have either limited knowledge of performance evolution or lack of attitude to its effect. This indicates that the majority of the coaches have no ability to evaluate their players' performance. Therefore, the federal football federation has the responsibility to offer player evaluation and assessment course to the coaches. If the training performances are regularly evaluated and filtered, it will be very easier to select or identify successful players after each training program.

Item 17, the coaches' responses on the ways of evaluations of the players' performance is indicated as follows. Most coaches stated that they evaluate the players based on the trainee's performance after each training program. Some coaches revealed that they assess the players' performance on the workshop offered them by taking these workshop results as criteria to evaluate the players' progress few coaches believe that the ongoing training for the children is contributing positively for the progress of the youth soccer. So based on the children's ability, the coaches assess their performance. Still other coaches think that it needs to work hard even to make the community aware of the importance of the youth soccer and to convince the society to consider the soccer activities as part of the country's progress.

10. Respondents response on hindrances for further youth soccer development&

NO	ITEMS	No of Coaches(N=8)	
		NO	%
18	As a coach what solutions are to be sought /found/ to overcome the hindrances for further youth soccer development? -----	-	-

Source:-Field survey, April, 2014

Table 10 item 18, most coaches believe that the youth soccer coaches come together and discuss over the problems they face and share their experience on the methods they apply to overcome the difficulties. Some coaches also stated that making close relationship and open communication with players, parents, stakeholders and concerned bodies is the major technique they use to solve the problems they encounter. This in turn helps the youth soccer development to be progressed and flourished in the future since the more the problems are solved, the better the youth soccer develops.

11. Respondents response on grassroots programmes and clubs long term vision

NO	ITEMS	No of Coaches(N=8)	
		N ^o	%
19	Does your club have grassroots programmes for football?		
	Yes	1	16.67
	no	5	83.33
20	please describe your clubs long term vision for football-----		

Source:-Field survey, April, 2014

Table 11, item 19 depicts that 1(16.67%) of the respondents have grassroots programmes their clubs. And 5 (83.33%) of the respondents do not have grassroots level programmes.

Grassroots program is important for the youth development. But from the above table we can see that the vast majority 5 (83.33%) of the clubs do not have grass root programmes .this seems to have a negative impact for youth soccer development. So there is still abundant works to do and great efforts to be made to set the grass-root-level in all youth soccer clubs.

On the same table items 20 – regarding the clubs‘ long term vision, coaches stated that the major vision of the clubs is to cultivate players that are well shaped mentally, and physically as well as personally. The clubs work hard to make the players professional and understand the ethics professionalism and encourage them to join major clubs they like and to see them represent their country being members of the national team.

12. Respondents response on, weekly and daily annual training plan and assess methods

No	Item	No of Coaches(N=8)	
		NO	%
21	Have you weekly, daily, monthly and annual plan?		
	Yes	2	33.33%
	No	4	66.67%
22	Do you regularly assess your plan?		
	Yes <input type="checkbox"/>	2	33.33%
	No <input type="checkbox"/>	4	66.67%
23	Did you observe positive things out of your training plan?		
	Yes <input type="checkbox"/>	2	33.33%
	No <input type="checkbox"/>	4	66.67%

Source:-Field survey, April, 2014

Table 12, item 21 indicates that 2 (33.33%) of the respondents have weekly, daily, monthly, and annual plan and 4 (66.67%) of the respondents do not have a well organized plan. On item 22, 2 (33.33%) of the respondents assess their plan and 4 (66.67%) of the respondents do not assess their plan .on item 23,2(33.33%) of the respondents observed positive things out of the training plan and 4(66.67%) of the respondents do not.

It is obvious that training session should be planned but the vast majority 4(66.67%) of the respondents do not have plan, they don't assess their plan and they are not able to see the cons and pros of planning their training sessions. This seems a disadvantage to coaching youth soccer development. So coaches should note that careful planning leads to a higher level of organized performance and development.

PLAYERS QUASTION ANALYSIS

1a. Respondents response on joined this club

NO	ITEM	No of Athlete (No=60)	
		NO	%
2.	When have you joined this club?		
	2006 E.C	27	45%
	2005 E.C	15	25%
	Before 2005 E.C	18	30%

Source:-Field survey, April, 2014

Table 1 shows that 27(45%) of the respondents have joined their clubs in 2006 E.C, 15(25%) of the players responded that they joined their clubs in 2005 E.C, while 18(30%) of respondents stated that they joined their clubs before 2005 E.C

2a. Respondents response on serving for your club?

NO	ITME	No of Athlete (No=60)	
		NO	%
3	For how long have you been serving for your club?		
	Less than 2 years	42	70%
	3-4years <input type="checkbox"/>	10	16.67%
	more than 5 years <input type="checkbox"/>	8	13.33%

Source:-Field survey, April, 2014

As it was indicated in table 2 above, 42(70%) of the respondents responded that they have served their clubs for less than 2 years, while 10(16.67%) of the players responded that they served in their clubs for 3-4 years and, finally 8(13.33%) of the players responded that they served their clubs for more than 5 years

3a. Respondents response on experience, join the youth soccer team & achieved in your soccer development process

NO	ITEMS	No of players(No=60)	
		NO	%
4	Do you have any experience of your own regarding the duties of youth soccer member before you joined the team?		
	yes <input type="checkbox"/>	45	75%
	No <input type="checkbox"/>	15	25%
5	How do you get the opportunity to join the youth soccer team?	-	-
6	Can you mention some of the prospects that are achieved in your soccer development process?	-	-

Source:-Field survey, April, 2014

Table 3 item 4, the above figure clearly indicating that 75% of the respondents answered that they have awareness of the duties of youth soccer member before they joined the team. On the other hand, 25% of the respondents replied that they had no any experience regarding the duties.

This indicates that most of youth soccer players have an experience on the duties of youth soccer member before joining the team. Therefore from the table, it is observable that youth players have good understanding of their clubs duties.

On the same table above item 5 for the open ended question raised on the ways, they obtained the opportunities to join the club, the youth soccer players respondents said that they had their own individual talent or ability and as a result, they were ambled to be selected accordingly. On the open-ended question raised in item 6, the respondents replied that they gained the chance to have much more experience and to develop the techniques and tactics in the youth soccer team.

4. Respondents response on dream, parents support and coaches follow their performance and treat.

NO	ITEMS	No of players(No=60)	
		NO	%
7	Is playing football your greatest dream in your life?		
	Yes <input type="checkbox"/>	54	90%
	No <input type="checkbox"/>	6	10%
8	Do your parents support you fully in your football participation?		
	Yes <input type="checkbox"/>	6	10%
	No <input type="checkbox"/>	54	90%
	If your answer for Q-8 is no. Explain your reason-----		
9	Is there good communication between your coach and other trainees?		
	Yes <input type="checkbox"/>	55	91.67%
	No <input type="checkbox"/>	5	8.33%
	If your answer for Q-10 is no. Explain the reason -----		
10	Do your coaches follow your performance and treat you based on your ability and needs?		
	Yes <input type="checkbox"/>	49	81.67%
	No <input type="checkbox"/>	11	18.33%

Source:-Field survey, April, 2014

Table 4 as it can be observed from the table above item 7 54 (90%) of the respondents, have the greatest dream in playing football. On the other hand, 6(10%) of the players don't believe that playing football is not their dream in the future. This indicates that the majority of youth players are interested to upgrade their own skills and to be famous professional players.

In the same table above item 8, 54(90%) of youth soccer player respondents agreed up on the point that their parents did not support them in participating in youth soccer teams. This shows, there was less communication between players and their parents. The players, the parents and the coaches if they worked cooperatively, they would develop the youth soccer.

Regarding item 9 the vast majority (91.67%) of youth soccer players responded that they have a good communication with their coaches and their trainees. This implies that the players have good ability to communicate. Communication is very important in solving problem, and achieving their goals, and it should be inclusive.

On the same table above item 10, 49 (81.67%) of youth soccer players respondents. Pointed out that their coaches follow their performance and treat them based on their ability and needs. And 11 (18.33%) of the respondents, however, responded that their coaches didn't conduct any follow up based on their performance and ability and needs as well. Conducting the regular follow up on the players' performance is a positive aspect of the coaches to help the players assess their slandered. This indicates that youth soccer development still needs a frequent follow up and a special treatment regarding the players' performances to improve the players, overall soccer development.

5. Respondents response on training system up-to-date, football skills & player role model

NO	ITEMS	No of players(No=60)	
		NO	%
11	11-Do you think that the training system is up-to-date and scientific?		
	Yes <input type="checkbox"/>	3	5%
	No <input type="checkbox"/>	57	95%
12	12-Do you think that you have good football skills like passing and controlling?		
	Yes <input type="checkbox"/>	45	75%
	No <input type="checkbox"/>	15	25%
	If your answer for Q-12 is no .what do you do by yourself to alleviate /solve/this problem? -----		
13	13-Is there any player who can be your role model?		
	Yes <input type="checkbox"/>	60	100%
	No <input type="checkbox"/>	-	-

Source:-Field survey, April, 2014

Table 5 items 11; show that 3(5%) of the respondents think that the training system is up-to-date and scientific. But 57(95%) of the respondents do not think that the training system is up to date and scientific. On item 13, 60(100%) of the respondents had role models of their own to play soccer. On item 12, 45 (75%) of the respondents indicated that they have good football skill like passing and controlling and 15 (25%) of the respondents on the other hand responded that they do not pass the skills indicated. Thus, they need to support and well trained to master these key football skills.

Item 11, shows that the youth soccer, development that is being conducted in our country is still dependent up on the traditional ways. It needs to work on the overall change regarding the application of modern and scientific coaching and training system. That is why in the world of globalization, it is very difficult to cope up with developed nations‘ youth soccer development unless were adopt the latest and up-to- date training techniques and methods.

6a. Respondent‘ s response on materials problem, training field & balanced diet

No	Items	No of players (60)	
		No	%
14	Is there problem in your club regarding with materials?		
	Yes <input type="checkbox"/>	54	90%
	No <input type="checkbox"/>	6	10%
	If your answer for Q-18 is yes. Explain it -----		
15	Is the training field convenient to conduct the training program?		
	Yes <input type="checkbox"/>	10	16.67%
	No <input type="checkbox"/>	50	83.33%
16	Do you get balanced diet before and after trainings?		
	Yes <input type="checkbox"/>	7	11.67%
	No <input type="checkbox"/>	53	88.33%

Source:-Field survey, April, 2014

As it can be seen in item 14 tables 6, 54(90%) of the respondents pointed out that there are no adequate materials needed for the training 6(10%) of the respondents stated that the materials are available of least to conduct the basic training. This indicates that there is a great problem to get

the necessary training materials and even to conduct the competition. Thus, the stakeholders need to support the youth soccer player development by facilitating the necessary materials.

As it is depicted in item 15 on the table above, it is clearly indicated that 10 (16.67%) of the players have the chance to conduct their training in convenient training fields. Nevertheless 50 (83.33%) of the respondents have the opportunity to carry out the training in convenient training fields.

From the table it is observable that training materials and training field are decisive in youth soccer. However, the majority (90% and 83.33%) of the respondents do not have an access to get materials and conducive training fields. This in turn, delayed the system of coaching youth soccer development. So coaches, club officers and other stakeholders are expected to work cooperatively in order to solve these core problems.

As the same table item 16 the player respondents stated that they had totally 60(100%) no any balanced diet before and after regular training. This shows that there is a great problem in clubs' plan and strategies regarding the food service to players. Therefore, the clubs have to pay thorough/complete/ attention to players' food service by providing nutritious food types. That help, the players to conduct their training successfully and become talented individuals. So this core problem should be solved as soon as possible.

7. Respondent's response on training well planned, grassroots, programme & players in preparing a training plan

No	Items	No of players (60)	
		No	%
17	Is the training well planned?		
	Yes <input type="checkbox"/>	5	8.33%
	No <input type="checkbox"/>	55	91.67%
18	Does your club have grassroots programme for football?		
	Yes <input type="checkbox"/>	5	8.33%
	No <input type="checkbox"/>	55	91.67%
19	Does the coach allow the chance to participate the players in preparing a training plan?		
	Yes <input type="checkbox"/>	4	6.67%
	No <input type="checkbox"/>	48	93.33%

Source:-Field survey, April, 2014

Regarding the training plan and grassroots programme item 17 of table 7, indicates that 5(8.33%) of the respondents have responded that there is good plan. And 55 (91.67%) of the respondents stored that there is no well organized plan. On item 18 5 (8.33%) of the respondents stated that there is grassroots programmes in their clubs and 55 (91.67%) of the respondents responded that there is no any grassroots program. On item 19, 4(6.67%) of the respondents said that they participate in preparing the training plan. And 56 (93.33%) of the players respondents responded that they have no any chance to participate in preparing training plan.

It is obvious that the training plan, the grassroots program and participating the players on preparing the training plan are very vital for the youth soccer development. But from the above table we can perceive that the majority (91.67%, 91.67% and 93.33%) of the players do not have the training plan, grassroots program and participation in preparing the training plan. This seems to have a negative impact for youth soccer development.

TRAINING OBSERVATION CHECK LIST

Name of observer **ATILABACHEW ABERE**

Date of observation—6/08/2006E.C,8/8/2006E.C,10/08/2006E.C

Club—.....Ethio-Quadrant football clubs (C), Diress football clubs (B), SIMAIL Ethiopia football clubs (C), Arada Sport Clubs (B,C) , Ethiopia commercial bank football clubs (B)

Time of observation---10:00----starting-10:00-ending—12:00

No	Item	excellent	V .good	satisfactory	unsatisfactory
1	Is the coach punctual?		X		
2	Are the trainees punctual?			X	
3	Is the field conducive for the training activities?				X
4	Do the trainees listen to the coach and implement practice accordingly?			X	
5	Does the coach use clear and precise instruction?			X	
6	Is the voice of the coach audible to all the trainees?			X	
7	Is the necessary training material like cones, sufficient number of balls etc. care available?			X	
8	Does the coach have training plan?				X
9	Do the coach use decisive materials like watch, whistle?			X	
10	Does the coach wear appropriate sport wears for coaching?		X		
11	Does the coach use varieties of training techniques?		X		
12	-Is the coach plan includes activities according to the trainee's age level?				X
13	Are training activities organized in terms of time?			X	
14	Are activities designed to develop specific outcome?			X	

Source:-Field survey, April, 2014

The checklist above table shows that the coach's punctuality is very good and the players are satisfied. However, the playing fields were not satisfactory as for the coaches and players as well. The trainees listen to their coaches and implement the practice accordingly, coaches used clear and precise instructions, the voices of the coaches are audible to all the trainees and the training material were satisfactory, to some extent. In addition training activities were organized in terms of time and activities designed to develop the specific outcomes, were satisfactory. The coaches plan, and all included activities were not designed based on the trainee's age level and that made them feel unsatisfied.

From the Interview quaternaries that obscure the youth soccer development of some selected clubs specifically with reference to Addis Ababa and Ethiopia football Federation officers were interviewed:

- ❖ The goal of organizing the youth soccer club is to lay a base /foundation that feed the national team. Having this concept in mind what is the role of your administration?

Based on the above interview question, 90% of the respondent replied that, it was clear that the existence of youth soccer development is to contribute quality player to the clubs and furthermore to the national level, but to sustain the contribution of the development, Ethiopian Football Federation and the concerned bodies should play the following roles; They are expected:

- Work with the stakeholders jointly.
- have strong relationship with CAF, FIFA and other bodies/
- Should work with regional sport commission cooperatively.
- give in-service coaching training workshops for coaches
- Should establish strong controlling and supervising mechanisms in the regional youth soccer development.

- ❖ To what extent do the trainers and coaches are close to the modern training techniques?

Most of the respondents responded to the above question stating that the Ethiopia football federation has collaboration with football association, CAF and FIFA to get current and updated coaching courses, so the federation officers or administrators provide them with such kinds of professional services and they revealed that they are satisfied in the activities of the organizations.

- ❖ As a federation, do you work cooperatively with stakeholders to improve the status of the youth soccer development?

100%of the respondents stated that the Ethiopia Football Federation and Addis Ababa Football federation worked jointly with the stakeholders through they should work hard to increase the youth soccer clubs development.

- ❖ What are the great challenges you faced to create effective youth soccer club in the country?

The majority of the respondents pointed out regarding the problems that they face during the activities as:-

- ✓ lack of economical reward to motivate the players
- ✓ stakeholders are not willing to support youth soccer clubs
- ✓ coaching turn over
- ✓ The clubs did not give enough time to new employed foreign coaches’.
- ❖ Do you believe that the youth soccer is in its progressive level based on the past prospects?

The whole respondents stated that the past prospects laid a foundation for the present youth soccer development though they were not as effective as expected when compared to the trends of some other foreign countries.

CHAPTER FIVE

SUMMARY

- ✓ The strategic and organized system laid as a base for the quality of youth soccer development is a very decisive tool to see the required progress. But the youth soccer lacked strategic plan.
- ✓ Youth soccer training is also a basic key that helps the progress of youth soccer as a whole. However; there is weakness to perform quality coaching.
- ✓ There is lack of perception about youth soccer training for successful performance.
- ✓ The way players are selected, and the way coaches assess their training affected the youth soccer development. They do not have well planned activities to work for the tangible changes required.
- ✓ The coaches do not encourage the players to take part on planning activities
- ✓ The coaches lack professionalism and they have not adopted up-to-dated and modern and scientific coaching techniques.
- ✓ The coaches had less or no relation and communication with parents and stake holders to follow up their training performances.
- ✓ Lack of adequate training materials and conducive fields negatively impacted the youth soccer development.
- ✓ The clubs lacked the grassroots level youth soccer program that feed the youth soccer development.
- ✓ There are few past prospects that paved the way for today's youth soccer development though they lacked effectiveness.
- ✓ The above problems have to be solved being payed a great consideration. This can be done by the thorough participation of all the concerned individuals as well as the stake holders.
- ✓ The government, the club officials, the coaches and the parents and the NGO'S should make collaborative efforts to see developed and progressed youth soccer in the country.

CONCLUSION

Based on the findings of this study; the following conclusions can be drawn.

- ❖ There are no performances achieved in youth soccer development in the past years. There are no organized training systems conducted in the years gone. As a result, the recent coaches and clubs had no any written documents to continue their works.
- ❖ The players had no any balanced diet before and after the training, this nutritional factor hindered the progress.
- ❖ There is low communication between coaches and players' parents to follow up their performances regularly.
- ❖ The youth soccer lacked adequate training materials. His force the players to use a limited number of resources being numerous in number. The training field is not convenient and is exposed to the situation that results in player injuries, since it is soily, dusty ad muddy in summer seasons.
- ❖ The lack of effectiveness of coaches is also another factor that hindered the youth soccer development
- ❖ There is no trend of adapting youth training policies from neighboring countries.
- ❖ The coach is most important resource in a training system of the modern youth soccer. But the coaches that handled the clubs had lack of using systematic coaching styles to develop the youth soccer.
- ❖ The past prospects in the youth soccer development did not serve as a foundation for the today's youth soccer development as they are expected as a base.
- ❖ The government didn't follow up the youth soccer development frequently. This resulted in lack of gaining the players to feed the national team.
- ❖ There are no clear criteria designed to select new players. This affected the system since it is exposed to personal bias.

RECOMMENDATION

In the views of the difficulties highlighted and data gathered from this study, the following objective recommendations are forwarded;

- # The outcome of the study clearly reveals that the youth soccer development could not be conducted systematically and scientifically and lacked to be progressed as expected.
- # There are complex administrative problems in youth soccer development.
- # The selection and evaluation system is traditional and needs to be modernized. The talent detection and player selection needs to be designed and evaluated based on emprise research.
- # The parents and the schools need to work jointly to bring about full awareness in the whole society.
- # Quality coaching needs to be conducted and the federal football federation should give frequent workshops and training to coaches.
- # The federation needs to work genuinely to assess and evaluate the youth soccer development in each level and has to make a great effort to strange them the youth soccer by facilitating the necessary materials and by including well trained and professionally experienced coaches to the clubs.
- # There is lack of grass -root level program. Therefore, all the regions should have their own grass root level programs. The Addis Ababa football grass-root level which is on it is starting pace can be taken as a role example and the federation should work prominently to expand the trend to the whole country.
- # All the stake-holders should make grate efforts to improve the youth soccer development and to apply quality training.
- # The federation should introduce the coach to new methods of training and instructional updating with the current coaching system.
- # The existing traditional method of youth soccer coaching system need to be changed.
- # The present youth soccer development is expected to lay a base for the next efforts made to improve the youth soccer development by taking a corrective lesson from the past prospects.
- # Intends, the scientific coaching approach should be implemented in the youth soccer development.

- ✦ It needs to train players in their clubs to improve and develop their physical fitness and the basic soccer skills.
- ✦ The coaches must have clearly designed plans in the training system. They should develop the habit of participating the players in designing the training plans.
- ✦ The federation should have the trend to assess implementations and the performances of the coaches training program frequently.
- ✦ Further in-depth research should be conducted to solve the youth soccer development programs from its roots and to see well progressed youth soccer in the country.

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Appendix I
ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE
/POST GRADUATE PROGRAM/

Questionnaire to be filled by the coach

Dear coach

This questionnaire is designed for the purpose of research study. Its main aim is to gather data on the prospects and challenges of youth soccer development, in the case of some selected clubs. The success of the study depends on your genuine response to those questions. Please, read carefully and respond to the questions honestly and frankly. The help received from you will be greatly acknowledged in the thesis.

Thank you in advance

General instruction

- Please ,do not write your name on the questionnaire
- Indicate by “✓” mark or by completing the blank space

PART ONE PERSONAL INFORMATION

1. Age A/ below 20 B/ 21-28 C/29- 35 D/ above 36

2. Educational qualification

A/12 completed B Certificate C/ College diploma
D/BA/BSc/Bed E/ MA/MSc/Med

If other, specify _____

3. Work experience

A/In the current post, _____ years

B/In other posts (related) _____ years

5. In which of the following courses have you trained to coach soccer?

A/First level B/Second level C/ Third level D/ if other, specify

6. Under which base you are employed in the club?

A/Full timer coach B/Part timer coach

C. If other, specify _____

PART TWO- ITEM RELATED TO YOUTH SOCCER PLAYER DEVELOPMENT FOR COACHS

1-Name of your clubs -----

2-What is your responsibility/position/ in the club? -----

3-For how long you have been serving for your club? -----

4-Do you have a vision of becoming a great coach?

A/Yes B/No

5-Do you improve your career by taking coaching course? A/Yes B/No

6-As a coach do you believe that the youth soccer is on its better level as a result of past prospects?

A/Yes B/No

7-Do you feel that your trainees show changes in your effort to help them to improve physically, mentally and socially? A/Yes B/No

8- Who selects the new players to join your club? -----

9-Is there criteria for selecting a new player in your club? A/Yes B/No

If your answer is yes for Q-10 place list -----

10-Do you have time or a specific period to discuss with players parents about what to be done regarding the trainees? A/Yes B/No

11-Do you use different techniques and tactics in your coaching?

A/Yes B/No

12-Do you think that the training system is up-to-date and scientific?

A/ yes B/ No

13. Do you have a good communication between your team, club officials and Addis Ababa sport commission and Ethiopia football federation?

14-How do you identify and encourage the trainees that have challenges in mastering techniques like passing or controlling the ball? -----

15-Do you apply principle of training in training session

A/Yes B/No

16- Do you evaluate/assess/ the performance of the youth soccer development regularly?

A/Yes B/No

If your answer is yes for Q-19 what are they-----

17-How can you assess the progress of the training session to achieve a good performance in youth soccer development process? -----

18-As a coach what solutions are to be sought/found/ to overcome the hindrances for further youth soccer development? -----

19-As a coach what is your role in selecting new players to join the youth soccer teams? -----

20- Does your club have grassroots programmes for football?

A/Yes B/No

21-please describe your clubs long term vision for football-----

22-Have you weekly, daily, monthly and annual plan?

A/Yes B/No

23-Do you regularly assess your plan? A/Yes B/No

24-Did you observe positive things out of your training plan?

A/Yes B/No

If your answer is yes, please explain-----

Appendix II

**ADDIS ABABA UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE
/POST GRADUATE PROGRAM/**

Questionnaire to be filled by the players

Dear players

This questionnaire is designed for the purpose of research study. Its main aim is to gather data on the prospects and challenges of youth soccer development, in the case of some selected clubs. The success of the study depends on your genuine response to those questions. Please, read carefully and respond to the questions honestly and frankly. The help received from you will be greatly acknowledged in the thesis.

Thank you in advance

General instruction

- Please ,do not write your name on the questionnaire
- Indicate by “✓” mark or by completing the blank space

PART ONE--Personal information/Background information/

1. Age Bellow 15 15-17

3. Educational status A/Elementary school B/ high school

C/ If other specify-----

2. When have you joined this club? This year last year

If other specify_____

PART TWO ITEM RELATED TO YOUTH SOCCER PLAYER DEVELOPMENT FOR THE PLAYERS

1-Name of your club-----

2-What is your responsibility /position/ in your club? -----

3-For how long have you been serving for your club?

Less than 2 years 3-4 years more than 5 years

4-Do you have any experience of your own regarding the duties of youth soccer member before you joined the team?

A/Yes B/No

5-How do you get the opportunity to join the youth soccer team? -----6-Can you mention some of the prospects that are achieved in your soccer development process? -----

7-Is playing football your greatest dream in your life?

A/Yes B/No

8-Do your parents support you fully in your football participation?

A/Yes B/No

If your answer for Q-8 is no. Explain your reason-----

9-Does your coaches follow your performance and treat you based on your ability and needs

A/Yes B/No

10-Is there good communication between your coach and other trainees?

A/Yes B/ No

If your answer for Q-10 is no. Explain the reason -----

11-Do you think that the training system is up-to-date and scientific?

A/Yes B/No

12-Do you think that you have good football skills like passing and controlling?

A/Yes B/No

If your answer for Q-12 is no .what do you do by yourself to alleviate /solve/this problem? -----

13-Is there any player who can be your role model?

A/Yes B/No

14-Is there problem in your club regarding with materials?

A/Yes B/No

If your answer for Q-14 is yes. Explain it -----

15-Is the training field convenient to conduct the training program?

A/Yes B/No

16-Do you get balanced diet before and after trainings? A/Yes B/No

17-Is the training well planned? A/Yes B/No

18-Does your club has grassroots programme for football?

A/Yes B/No

19-Does the coach allow the chance to participate the players in preparing a training plan?

A/Yes B/No

Appendix III

TRAINING OBSERVATION CHECK LIST

Name of observer-----

Date of observation-----

Club-----

Time of observation-----**starting**-----**ending**-----

No	Item	Excellent	V .good	satisfactory	unsatisfactory
1	Is the coach punctual?				
2	Are the trainees punctual?				
3	Is the field conducive for the training activities?				
4	Do the trainees listen to the coach and implement practice accordingly?				
5	Does the coach use clear and precise instruction?				
6	Is the voice of the coach audible to all the trainees?				
7	Is the necessary training material like cones, sufficient number of balls etc. care available?				
8	Does the coach have training plan?				
9	Do the coach use decisive materials like watch, whistle?				
10	Does the coach wear appropriate sport wears for coaching?				
11	Does the coach use varieties of training techniques?				
12	-Is the coach plan includes activities according to the trainee's age level?				
13	Are training activities organized in terms of time?				
14	Are activities designed to develop specific out come?				

ሀ. የመጀመሪያደረጃ

ሐ. ሶስተኛደረጃ

ለ. ሁለተኛደረጃ

መ. ሌላካለይግለፁ_____

6. በሚያሰለጥኑበትክለብየቅጥርሁኔታዎ

ሀ. በቋሚነት

ለ. በትርፍጊዜ

ሐ. በጊዜያዊነት

ክፍልሁለት: የወጣቶችን የእግርኳስ እድገት በተመለከተ የተሰጡ ጥያቄዎች

1. የሚያሰለጥኑበትክለብስም _____
2. በክለቡውስጥ ያለዎት የሥራድርሻ (ኃላፊነት) _____
3. በክለቡለምን ያህል ጊዜ እንዳገለገሉ ይግለፁ _____
4. የተዋጣለት የእግርኳስ አሰልጣኝ የመሆን ራዕይ አለዎት?
ሀ. አዎ ለ. የለኝም
5. በተለያዩ አጋጣሚዎች የሚሠጡትን የእግርኳስ አሰልጣኝነት ኮርስ በመውሰድ የአሰልጣኝነት ክህሎትዎን (ብቃትዎን) ለማሻሻል ጥረት ያደርጋሉ?
ሀ. አዎ ለ. የለም
6. እንደ አሰልጣኝ የወጣት እግርኳስ በተሻለ እድገት (ደረጃ) ላይ እንደሚገኝና ለዚህም ደግሞ ባለፉት ዓመታት ከተሠሩት ሥራዎች አንጻር ነውብለው ያምናሉ?
ሀ. አዎ ለ. የለም
7. በእርስዎ የሚሠሉ ጥንታዊ አሰልጣኞች በእርሶ ጥረት በአካል፣ በስነልቦናቸውና በአጠቃላይ ማህበራዊ ህይወታቸው ለውጥ አሳይተዋል ብለው ያምናሉ?
ሀ. አዎ ለ. የለም
8. አዳዲስ አሰልጣኞችን ለክለቡ የመመልመል ኃላፊነት ያለው ማንነው?

9. አዳዲስ አሰልጣኞችን ለመመልመል የተዘጋጀ ወጥ የሆነ መስፈርት አለብለው ያመምናሉ?
ሀ. አዎ ለ. የለም
መልስዎ አዎ ከሆነ ጥቂቶቹን ይዘርዝሩ: _____
10. ከአሰልጣኞች ወላጆች ጋር ለሚሠሩ ሥራዎች በግልፅ ለመወያየት የተቀመጠ የጊዜ ሰሌዳ (የመወያያ ወቅት) አለዎት?
ሀ. አዎ ለ. የለም
11. በአሰልጣኝ ጠንፍል ስፍና ያየተለያዩ ቴክኒኮችና ታክቲኮችን ይጠቀማሉን?
ሀ. አዎ ለ. የለም
12. ስልጠናዎ ላይ ሳይሳዩ ከወቅቱ ጋር የሚራመድ ነው ብለው ያስባሉ?

13. _____
ሀ. አዎ ለ. የለም

14. ከቡድንዎ፣ከክለብአጋርዎችዎእንዲሁምከተለያዩየእግርኳስአመራርአካላትጋርጥሩተግባቦት (ግንኙነት) አለዎት?

ሀ. አዎ

ለ. የለም

15. ሰልጣኞችመሠረታዊየሆኑኳስንመቆጣጠር፣ኳስንማቀበልናየመሣሰሉትክህሎቶችንከማዳበርአንጻርለሚያጋጥሟቸውተግዳሮቶችአልፈውውጤታማእንዲሆኑእንዴትለይተውይደግፉአቸዋል?

16. ሰልጣኞቹንእንደየችሎታቸውናፍላጎታቸውለይተውእገዛያደርጉላቸዋል?

ሀ. አዎ

ለ. የለም

17. የሰልጠናመርሆዎችንበየሰልጠናውክፍለጊዜተግባራዊያደርጋሉ?

ሀ. አዎ

ለ. የለም

18. በታዳጊወጣቶችእግርኳስእድገትሂደትውስጥየሚታዩትንውጤቶችበምንመልክታለህ?

19. እንደአሠልጣኝበወጣቶችእግርኳስእድገትውስጥየሚያጋጥሙትንችግሮችእንዴትመፍታትይቻላልብለውያስባሉ?

ሀ. አዎ

ለ. የለም

20. አዳዲስሰልጣኞችንበመመልመልሂደትውስጥየእርሶድርሻምንድንነው?

21. ለታዳጊወጣቶችእግርኳስእድገትያግዝዘንድበታዳጊወጣቶችላይየሚሠራእቅድናተግባርአለብለውያምናሉ?

22. የክለብዎንየረጅምጊዜራዕይይዘርዝሩ።

23. እንደአሠልጣኝሳምንታዊ፣ወርሃዊናዓመታዊዕቅድአለዎት?

ሀ. አዎ

ለ. የለም

24. እቅድዎንበየወቅቱይገመግማሉ?

ሀ. አዎ

ለ. የለም

25. በሥልጠናዎዕቅድውስጥያዩትአወንታዊየሆኑውጤቶችአሉ?

ሀ. አዎ

ለ. የለም

Appendix VI

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Atilabachew Abere

Signature: _____

Date: _____

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

Name: Solomon Teka (Ph.D)

Signature: _____

Date: _____