

**THE PRACTICE OF YOUTH MALE HANDBALL
PROJECT AND ITS IMPACT ON TODAY'S CLUB
PARTICIPATION IN THE CASE OF ADDIS ABABA CITY
ADMINISTRATION**

By

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Addis Ababa University
School of Graduate Studies
Department of sport science

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Dedication

I dedicate this piece of work to my lord Jesus Christ. Whose grace given to my family during my work for this activity and who carefully guided one in due courses and sustained to complete this MA thesis.

“I am the lord God who teaches you what is best for you who directs you in the way you should go” Isaiah 48:17

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Abstract

The purpose of the study was to assess the practice of Ethiopian 1998 male handball project on the selected 6 high schools of Addis Ababa and its impact on today's Ethiopian club participation. Thereby investigate how the current practice and implication of the project using a descriptive survey method employed to reveal the present situation of practicing in Addis Ababa and the impact of its challenges on today's club participation sources on the basis of availability sampling for this an extended review of the literature was taken to discuss the different principles and theories of practice and application of projects on the whole world wide and specifically youth handball and other sport projects practiced on the world and Ethiopian context. The subjects of the study were 75 from those 18 of them are federal and regional sport education bureau officers 30 of them are male trainees of the previous six school projects. And 21 of them are today's player of the three Ethiopian national clubs with their instructor and assistant coaches and six of them are selected from the previous amateur technical committee and current supervisor's. To this effect the respondent sampling varied out through probability sampling techniques to test the basic questions. Finally, the study has summarized what has already been said and conclusions were drawn from the findings. Based on the findings commendable recommendations were forwarded which the researcher has assumed valuable and up to the capacity of Ethiopian sport authority and policy maker.

CHAPTER ONE

Introduction

This chapter deals with back ground of the study ,statement of the problem, objectives of the study, significance of the study ,delimitation, limitation and organization of the study as used in the research document .

1.1. Background of the study

On the history of social man kind a great acceptance and plays an important role to the communication of society, sport is the main stage in the field of competition stayed in world class as Olympic and different championship. On the other hand sport is purposeful in creating a productive force to develop a developmental production by communicating different peoples removing alignment and working together to solve political problems by avoiding anxiety and inferiority complex through time usage.

The activity of sport originate from the day today activity child game based on this assumption *the country modern sport history begun in 1916 by foreigner coming from Europe, Greece, Italy, German and their stabilized teams compete in Janhoy meda. The observant students coming from the surrounding school Minilik II and Teferi Mekonnen initiate to play the same game in their home environment that is transfer and broaden other school students who attract to the game.(according to habtamu abebe p6.1997)*

The competition widening causes for the foundation of first sport club Saint George in 1928. Even though the colonial Italy aggression eliminating and weakening the spark of initiative. Again from the necessity the new office of sport are founded in 1936 at the country level. From that day onwards the office running the country sport activity communicating with other world organization by changing different names for its convenience through this way

several world class sports are practiced in the country .such as Athletics box bicycles and several ball games from those the game of handball that we know today has organized in Germany at the end of 19th century and it was konrad kock a gymnastic master who introduced the game to the world however the development of the game ,even since its introduction has not been smooth . At first it was not recognized as a separate sport. It did not have its own powering body and it come under the jurisdiction of the international amateur athletic federation (EOC Bulletin- Nov. 1990).

The same to that the country sport continues at different names such as in 1941 sport confederation under The jurisdiction of ministry of social life development , 1968 sport commission , 1980 culture and sport ministry , 1987 sport commission , 1994 youths sport and culture ministry and now again sport commission from December 2011.

Ethiopian hand ball federation started the youth training project in Addis Ababa school back in 1997 collaboration with educational office have positive results. Things so far go as planned the successful completion of the first second and third round youth project brought a new scenario for the country's handball, as an example key players in the current Ethiopian national clubs and national teams have been selected from this youth project.

The Olympic committee summit stayed at Spain (Madrid in 1965 has passed a decision of handball as indoor game. And in 1972 the game become an Olympic sport by male handball 20th Olympic in Munich German.

The development stages of handball generally divided into three stages these are:- Large field, Small field, Indoor handball on the next Olympic stayed in Montrial Canada in 1976. Females submitted as an Olympic sport for the first time and promoting the expansion to the whole world continent such as Asia, Africa, Australian pan America.

1.2 Statement of the Problem

Handball sport in Ethiopia started since the imperial period with the expansion of sport to the primary and secondary school of Ethiopia even though it was not done in an organized manner with formally established umbrella organization such as federation even if many types of games are introduced within this period the growth of modern handball is still at lower level the cause for these are organizational and that of outlook. As the leadership in sport lacked popular base in this country it has been under going a series of continuous reorganization. Its main focus has been on organizing competitive sports for the very few elite athletes who have gained recognition by themselves rather than producing elite sports persons by organizing community centered sports activities the limited role of the community in sport. The dealing of sports in school the shortage of sport facilities sports wear and equipment as well as the lack of trained person in the sphere have also made problem more complex.

In order to gradually solve these fundamental problems and guide our sports in a different direction with a new outlook, A community centered movement remains the only alternative therefore; receiving the imminent role of the society producing elite sports persons capable of registering outstanding achievement at national and international competitions the formulation Ethiopian sport policy of April 1988 has the following main focuses.

Art 2.2 “facilitating the participation of the society in different sports activities at their localities schools and working places.

- 1.2.1 In educational institution work in co-operation with them by organize special training types of sports and recruit the gifted ones by working in conjunction with sports clubs federation.

Based on this handball is among the renewed sports disciplines that aim at cultivating able athletes by using selective successful and experienced coaches

The issue of youth handball developmental program has become the major concern and have to play a good deal of attention and emphasis for their youth junior project. Ethiopian handball federation tries to put

- Promote and encourage the development of the game of handball out of the whole regions.
- Promote and consolidate friendship and mutual understanding among with this and other goal.

Among the very reason identified the decline of sports in schools the shortage of sport facilities, limited number of clubs, and limited role of the community as well as the lack of trained personnel in the field, financial problem and proper support from the responsible body are to mention once but few. As a result of this the development of this sport of witnessing trend in terms of promotion. Furthermore much if not all the researches conducted so far in the topic reflects the regional level do not exactly depict situational aggregated level. Thus research an attempt to fill gaps on practice and challenges of junior handball projects in Addis Ababa and its impact on the nation clubs will be productive of the continuity of the program identified and the players categorized on the base of their ages, and talent if the future environment made conducive to conduct appropriate training method by increasing the number of graduated trainees from the project feeding to increase the number of players in the clubs.

1.3 Research Question

Hence, it's necessary and mandatory to get clear understanding about

- The project implementation and its impact on today's club participation

- To identify what is the consecutive measure to be taken if sport projects are not completed with in the envisaged time frame. -
- Is there a mechanism to involve the local governmental and N.G.O societies and beneficiaries in planning and implementation of the sport project?
- What efforts have been made to integrate the junior sport projects with the demand of national inquiry and self help development efforts?
- What was the major strength and weakness of the project application?
- And to recommend possible suggestions through research of such kind.

In response to the aforementioned problems of handball project development of the country regional level federation in collaboration with other partner launched capacity. Such as clubs and educational offices schools building and development projects was found to be unsuccessful in meeting their intended goals except little achievement.

Accordingly, this study will be designed to examine the joint practice and challenges of handball project implementation in Addis Ababa region some selected schools of previous center and it's impact of the players on to days club participation.

1.4 Objectives of the Study

1.4.1 General Objective

The overall objective of the study is assessing the practice of Addis Ababa youth beginners project impact on today's hand ball club participation comes with possible recommendation for its continuity.

1.4.2 Specific Objective

- By knowing its impact on today's club participation promote the declining youth projects of Addis Ababa school.
- Differentiate and show the performance of the club players that are coming from the project and non project on today's tournament
- To identify the major problem prevailing in the application of its practice and causes for its discontinuity.
- Encouraging the clubs to hold their own fund raising project for the development of the sport

1.5 Significance of the Study

Complexity and an ever increasing challenge of ensuring successful and continuous handball sport youth project growth in Ethiopia particularly in Addis Ababa calls for the necessity to assess the previous and current practices and investigate root cause and process contributing to the sport growth problems in to days club participation, future perspectives and continental tournament result.

Hence such studies are beyond doubt important for the success of efforts made in the area to ensure public base via growth of the sport policy makers and planners can also draw lessons on designing effective strategies for further efforts. Besides adding a brick to the body of knowledge on the issue the output of the study could also be informative for sport commission development and transformation practitioners and athletes club organizations interested to operate in the area. Further more the findings of this study

1. Provide some important information to sport leaders or government level concerned partners or clubs in Addis Ababa city administration under study in the existing practice of youth project level
2. It's hoped that this study would enable to pin point direction to the government body and other stake holders in designing and exciting the

youth project beginners program and its function for the tributary consistency with the development of Ethiopian clubs and national level standard on related matters.

3. It may serve also as a base line (spill over)for further future in depth investigation on beginners junior projects in Addis Ababa city administration and at national level on related matters.

1.6 Scope and Delimitation of the Study

The study will be conducted on the past six project center of Addis Ababa city high school and their destination of 3 formal clubs found under Addis Ababa city of sport commission handball federation, also the study focused on assessing the practice of their project training and their impact on today's club participation and the country international competition results conducted from 1998 till now.

The area to which the conclusion will be made beliefs the research who employ cross sectional design which enable the collection of data regarding the sport at time is selected sites of the project and clubs and hence one can not generalize the findings from such shot studies to the general population and overall pictures and impacts of project application on the whole Ethiopian regions (Kellel).

1.7 Limitation of the Study

Although the researcher believes that the paper should contains some reliable data on practice and challenges of hand ball Ethiopian junior project in six/6/ regional schools and its impact on today's handball club participation, it does not mean that data is free from limitation, the researcher will be have the following limitation.

Shortage of time for collecting data from different sources has taken so much time. This posed to time limit to undertake other research activities that could

have been vital to get comprehensive result. Un willingness and carelessness from some respondents may occur while filling the questionnaires and it will be a short coming during data collection.

Due to the shortage of sufficient documentary information from the responsible governmental body the researcher would be forced to use second hand information

Due to financial constraints the study will be conducted on a very limited area with the small size.

Furthermore the work load at office didn't allow to spare full time to the study although the time for sleep as significantly reduced to the minimum . all these being the limitations , The researcher had made a concerned effort to accomplish the task successfully . in any case all these limitation have a negative impact up to the quality and in depth study of the subject.

1.8 Organization of the Study

The study has been organized in five chapters. The first chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study and objectives of the study. The second chapter present a review of related literature. The third chapter attempts methods and procedures of the study whereas the fourth chapter deals about presentation and analysis of data. Finally, chapter five ends up with, summary, conclusion and recommendation made based on the findings of the study.

1.9 Definition of terms

Accrue to come as a result or consequence of something especially over a period of time.

Activity something or a specific action that some body takes part in or does.

Echelon level in hierarchy a level authority or rank in an organization or a system

Impact strong effect Or the powerful of dramatic effect that some thing or some body has

Inherent part of the very nature of something and therefore permanently characteristics' of it or necessarily involved in it

performance trainees assessment of effectiveness, usually or under taken at regular intervals

Package promote or present some thing to present somebody or something to others in away intended to insure appeal and acceptance

Project a task or planned program of work that requires a large amount of time effort planning to complete.

Program set of activities with specific goal or a system of procedures or activities that a specific purpose

CHAPTER TWO

2. Review of Related Literature

2.1 Definition Concepts and evolution of the Ethiopian handball Project Origin

The notion that investment or any economic or social activities can and should be planned and executed in the form of specific objectives in it self a relatively new phenomenon. Regarding to this the institution described as though the use of the term **project** in a general sense of a plan design or scheme for doing some thing can be traced back for several centuries (Baum W. C & M Tolbert 1985:6). Therefore, origin of the project concept is only in the post war period beginning in the 1950's that development profit owners and academic have focused on projects as the units in to which investments in all sectors should be packaged.

Successful projects work does not necessarily require a universally accepted definition of a project since none exists in the real world. This indicates that the great variety of activities is grouped under the term project.

There are also other definitions provided by the different authorities and organization

(Magen 1991:14 a project is a set of investment and of other planned activities which are aimed to achieving specific objectives with in a pre determined time from and budget.

In any case due to the difficulty to give a universally accepted definition of a project has been indicated above; it is easier to describe than to define. According to a writer Amdebirhan Gizaw (2003:5).

The plan has to be elaborated or cut in to packages of action can be divided in to two broad categories

- a) Program which the first step in plan elaboration and
- b) Project the second step in plan elaboration

Program which is bigger package of action is composed of a number of projects aiming at attaining one or more related objectives of plan projects on the other hand active goals which lead the accomplishment of specific objectives within program has put it as it is.

2.2 Evolution of Ethiopian Hand Ball Project

The variability of Ethiopian sport projects are considerable in terms of their objectives and of their domains of action or their content this according to a group studies of 1998 in Fed Sport officer.

Even though Junior training on the level of project were begun 1996 there was previous beginning in 1980-84 but the limited scope and any kind of competitive sports such as football 21% volleyball 17.2% basketball 16.3% athletics 12.1% table tennis 11.3% handball 9.5% box and gymnastic 4.2% and swimming and tennis 1% on other field due to several problems of trained human personnel, finance managerial organization and other short comings are the main reason for the number limited to the kind of sports what its mentioned above. 1996-200 handball sport training.

The involvement of highest governmental bodies with other international sport organization such as IHF and IOC sport project expansion considered by the federation was mainly a response to social demand and was out justified by the needs of financial development. Any expenditure which were directly related to trained coaches facilitation of materials support of the salary and capacity building program on scholarship for coaches also were rarely taken in to consideration with the cooperation of societal project committee. 2000-2004 handball sport training.

During this phases sport training projects are financed by the only governmental budget source allocate to federation, the ministry of sport budget, the first and major influencing factors at that time was the impact of the local clubs to receive the trainees and give a chance to the graduate after finish the coarse are not satisfactory and their minimum counting number is limited from the basis of their foundation granted by military institution of the club.

2.2.1 Last Stage of Handball Sport Training Project

The second at the same time the last stage of the long term training process is the period during which the handball trainee approaches their own maximum efficiency. The objective of the last stage of handball player's competitive training program is the achievement of the highest possible level of handball trainee efficiency in their sports. For this level is important to continue in a more comprehensive, intensive and specific way, to develop abilities of condition and coordination, technique and tactical abilities, knowledge and mental approach and to educate the players at a higher level at a basis of what he or she has achieved in the junior training program. Everything should be done to achieve a maximum level of efficiency in the fact of determining the handball trainee performance in the particular game.

The difference between the two phases of training is illustrated in the following comparison of some tasks and characteristics of the junior training program and the last stage of competitive training.

During the junior program, a foundation for the game of handball performance is laid for the trainee and expanded and stabilized in the advanced learner, thus creating the general conditions for starting the last stage of competitive training. During the last stage of competitive training the handball player develops his or her highest performance level efficiency, the aimed being to maintain this peak of performance over as long a period time as possible and to improve it.

During the junior training program emphasis should be on widening the school of the training. In the last stage of training on the other hand, the trend is both to widen the scope and increase the intensity of training.

In the junior training program more use is made of general exercise in the later stage of training the emphasis is on special exercise. In view of the fact this book is addresses itself to training supervisors and the younger generation of handball players taking part in the junior training program, the last stage of competitive training will be sketched only briefly here.

2.3 The Project Approach

After world war II a new found concern of the international cooperation was to raise the living standards of two thirds of the population residing in the developing countries that project formulated for developing countries to serve as a means of transforming the system and to bring about development due to this projects are some times described as cutting edge of development has become an important means of marshalling a country's resources human and materials for investing in development DPSA (1990:9) and (Baum W. C & SM 1985:5).

The project approach has assisted the developing countries to establish the viable institutions and organization indispensable for orderly economic growth to effect the policy changes needed for good project performance and to make investment that are properly studied financially feasible and economically sound.

The project approach agrees well with the increasingly realistic view of development found in many countries today the international community has become aware the fact about the process of development a sound public sector investment program that allocated scarce resources to high priority public needs and a policy framework that elicit the desired behavior from the public and private entities. Thus Baum W c & Tolbert (1985:6) from the World Bank has put it as it shows.

“The emphasis is on being practical other than doctrinaire on learning by doing and on using what works and a bouldering what does not in this context the project approach has proved flexible regardless of a country’s economic system type of development or stage of development.”

The approach has proved to be potent instrument for rationalizing the invest process it imposes a discipline on planners and decision makers and ensures that major problems and issues are taken into account and subjected to systematic analysis before decisions are reached and implementation started hence the project approach can greatly increase the development impact of a country’s scarce investment resources.

When the scope of the project approach has been narrowed to the sport training sector. It can easily be applied with out loosing its meaning. According to Habtamu Abebe, 2000:10

Magnen (1990:20) Project offer government a way of implementing their sport policy that is simultaneously rational flexible and adaptable to changing situations the elaboration of projects because of the rigor and the realism required by the process also constitutes a first test of the feasibility of certain policies even before they are applied as a result projects can play a salutary role of reorientation toward a more pragmatic approach in the course of training planning.

On the other hand the project approach has also its limitations it depends on qualitative inputs of data and can be no more reliable than those data. It also depends on estimates and forecasts which are subject to human error value judgment must be made but the project approach should be least force them to be made explicitly (Baum W. C & S. M Robert 1985:335). Besides, risks can be assessed but not avoided and project must be designed and implemented against a constantly shifting background of political, social and economic change in conclusion. It can be said that the effectiveness of the project approach depends on the skill and judgment of those who use it.

2.4 The Project Cycle

The different stages through a project passes constitute what is often called the project cycle according to Development project studied authority: those stages are not clearly demarked and hence are liable for variation. The project cycle is a detailed model of the DPSA 1990:11 entire life of a development intervention starting from its identification going through the implementation monitoring and evaluation phases and ending with the lessons learned. (Ministry of Foreign affairs of founded 1998:9).

The life of a project is usually divided in to several conservative stages although the distinctions between the various stages are not always sharply drawn any way there are various ways in which the project cycle may be said to comprise three major phases **pre investment, investment operation** (DPSA 1990:11) the pre investment phase consist of the first three stages while the investment phase incorporates the fourth stage. The operation phase includes the last two stages the 1st three stages of the cycle those occurring before project execution have to complementary objectives (Magnen 1991:27),the 1st is to select high projects that are considered to contribute substantially to the country's development. Secondly, to study them in detail so as to be sure of their feasibility and prepare their implantation these three major phases are sub divided into cycles. According to Amdebrhan Gizaw 2003:7 project works are device into 4 stages these were

1. **Identification:** this phase is one of identifying the problems which need to be addressed and analyzing ways in which they can be addresses
2. **Preparation** this stage which can be called the stage of project formulation involves the detailed planning of the project idea
3. **Appraisal:** this stage involves a systematic of all aspects of the project in order that a decision can be made as to whether to proceed

4. **Implementation:** this phase is one of actually the project and ensuring that objectives are met and the outputs made in as much as this is possible (P.8-10)

Thus the stages of project cycle are described as follows:

Identification: the first stage in the cycle and is concerned with identifying project ideas to attain important development objectives the purpose according to Magnen (1990:28) is precisely to select one or several projects with high priority for the country's development effort and then to define their objectives strategy and main characteristics.

However, the project identification should not be carried out in an isolated manner from other sectoral planning activities in particular elaborate this (1990:13) project identification should be an integral part of macro planning exercise with sectoral information and strategies as the main source of project ideas. Based on this 1990 Handball project begun by putting the following objectives to improve the participation of clubs and the result of national team in international competition to promote the sport throughout the country and produce good youths participant in the development process by proportionate the quota of the regional junior trainee (Prehistory study, 1991:12).

Preparation: once a project idea has passed the identification stage it must be advanced to the point in which a firm decision can be made whether to proceed or not. It has two main purposes of management 1990:29 the first is to study in detail all the aspects of the project so as to ensure that is reasonably feasible. The second is to plan its execution. In other words the time frame for its implementation and completion has to be put in time bound and not the case in the project can start with out delays. However this is and costly operation if critically studies all aspects i.e. technical institutional socio political economic and financial those have a direct impact on the projects success or failure.

During project preparation there are two stages to be consider pre feasibility stages and feasibility stages (DPSA 1990:16) this studies become which easier to carry out when clear and comprehensive terms of reference are prepared for the preparation purpose (DPSA 1990:16) the term of reference may be issued to a group of experts of nationals or outside consultants and hence must make clear that the project under consideration should be studies carefully and exhaustively

Appraisal: appraisal is the comprehensive and systematic assessment of all aspects of a project proposal (DPSA 1990:26) further more appraisal is the more or less in depth study of the project by the concerned government department and organizations that are responsible to arrange for financing such as the ministry of planning and of finance before approval is given to proceed.

(Magen 1991:290) like project identification and preparation project approval has the goal of ensuring that the project is justified and feasible further more it must verify that the project has been approved. That is why Baum W. C and S.W Robert (1985:334) has stated clearly by saying that before approving a budget external agencies normally require a formal process of appraisal to assess the overall soundness of the project and its readiness for implementation.

Negotiation: the appraisal stages usually closes with negotiate between representatives of the ministry of two government bodies youth and sport is an agreement as to the projects objectives design, content and mode of financing. If the representatives of sport commission are perfectly familiar with the different aspects of the project and if the project document is well prepared then their views have a better chance of being accepted if not the reverse is true.

Implementation: this stage covers the actual development or exercises of the project up to the point at which it becomes fully operational (Baum W.C S M Robert 1985:334) more simply it includes the implementation of all investment

and other actions provided by the project such as salary of the coaches, experts and instructors, procurement of equipment, manual development, training of staff technical assistance miscellaneous services project monitoring and evaluation. (Magenen 1991:30) further more implementation is the stage that win appearance financing is secured and a final approval given to proceed though all projects can not be implemented smoothly there are up and down through out their implementation process and some of the problems encountered are unforeseeable monitoring and evaluation is the basic instrument to detect and analyze such problems so as to solve them in a timely manner with out incurring too much cost. the **Retrospective evaluation** or exposit evaluation of a completed project seeks to determine whether the objective formulated previously have been achieved or not, and to draw lesson from experience that can be applied to similar projects in the future. this stages involves studying the projects results after its completion when its courts are known the two main purpose of evaluation are to improve future policy and interventions through feedback including the provision of information to the public.

Retrospective evaluation compares actual out lays and results achieved with the projects original plans (Magenen 1991:31) like wise similar explanation is given by the development project studies authority

The distinction between and among the various stages of the project cycle especially the earlier two of identification and preparation are not clearly stated in a sense that there appears blurred in other words there is no clear cut demarcation in between and among the various stages of the project cycle their importance greatly varies depending upon the character and history of each project the process is an interactive one that is the same issue may be addressed with varying degrees of detail and requirement as the project proceeds through the cycle and the cycle repeats it self in definitely as times goes on. however the above mentioned stages of the project cycle have to be uncorrupted in this long process.

2.5 Screening Project Ideas

Project ideas originate from a multiplicity of sources. In the course of developing sector that is in the analysis of the sector in concerning potential projects will have been identified and ranked in order of priority more according to Baum W.C and J. M Robert (1985:39) and DPSA (1990:15) project ideas often result from the identification of first when there are unsatisfied demands or needs and possible means to meet them, secondly when there are problems or constraints in the development process caused by shortages of essential facilities service materials or human resources and opportunities for their conversion to more productive purposes.

For Example to the specific Ethiopian sport training projects are emanate to the development of infrastructural facilities for the provision of social services as public health welfare and education of youngsters. According to Habtamu 2003:60).

Due to the variety of projects it is not possible to prepare an exhaustive its sources from where project emanate; therefore project ideas depend much on the experience and even imagination of those responsible to task of initiation development projects in general one can distinguish two levels from where project ideas are born the **macro level and the micro level** (DPSA 1990:13) according to DPSA 1990:14 project ideas emanate from the following sources at the macro level.

First project may originate from national sectoral or regional plans and strategies supplemented by special studies

Secondly, projects may originate from national policies strategies and priorities as may be initiated by government from time to time

Thirdly, projects may also originate from general surveys resources potential surveys, regional studies master plans and publications that indicate directly or indirectly investment opportunities

Fourthly, project may arise from government decision to correct social and regional inequalities or to satisfy basic needs of the people through development projects

Fifth, projects may also originate from unusual events such as droughts floods earth quakes and hostilities etc. besides project ideas on the other hand project ideas may also originate at the micro level from following sources. Thus according to DPSA (1900:15)

Project ideas emanate from the following sources

- ❖ From the identification of unsatisfied demand or needs of individuals or the public at large
- ❖ May originate from the need to remove shortages in essential materials services facilities that constrain development effort
- ❖ They may also originate from the desire of local groups or organization to enhance their economic status and improve welfare
- ❖ Project may also originate from the necessity to expand investment previously under taken and
- ❖ Project may also emanate from the initiative of private or public enterprises in response to incentives provided by the government.

Project ideas originate not only from a country but also from abroad as a result of investment proposal of multi lateral firms programming activities of bilateral or multi-lateral aid agencies and their on going projects in the country such as Ethiopian youth sport training projects that they are practices from the beginning of 2000 till now in our regional environments.

Once a project idea have been gathered in a systematical way the first step is to select one or more of them as potentially promising. The criteria for screening or modifying project ideas and their alternatives designs will be some reasons for rejection of a project according to (Baum W. C & S. M Robert 1985:341) are:

- In appropriate technology in relation objectives and or local capabilities
- Excessive risk
- In adequate demand for the proposed output or weak of compatriot advantage

- Inadequate supply of raw materials or skills.
- Over ambitious design in relation to institutional and managerial capabilities
- Excisable recurrent costs of operation in relation to available finance resources
- Lack of commitment of their intended beneficiaries lack of political support from key authorities

Although the screening criteria mentioned above are many they are inevitably vague and it is important that staff who shares in the decision making try to arrive at a common understanding of the criteria to be used and they will be consistently applied.

2.6 Main Features of Handball and Organizations of Long Term Sports Training

According to Sigmund Rahn, Martin Wendcy and Pens peter Neuzehaner (1998:290) the game of handball training have some essential features, which are evident in training in all fields of physical cultural and which are particularly prominent in training for competitive of handball game.

Training is always aimed at achieving the highest possible individual performance in a given event or discipline. The level of performance on the international scale rising at such a rate that even a great talent can no longer afford to train with a view to achieving top performance in several events. Specializing in one event or discipline should not be equated with one sidedness training.

On the contrary, competition exercises should be performed in combination with selected special and general exercises. But these exercises should help directly or indirectly to improve performance in the event needed. That is why the usefulness of each individual exercises should be carefully considered. This also applies to all standards of performance laid down for the general exercises. This does not nullify the principle of variety but expresses it more precisely.

Sport training is to a great extent an individual matter. A handball player performance is the sum of numerous factors, which can vary from individual to individual even if ultimately they achieve similar results in competition.

Deficient power can be compensated for by superior technique, in adequate sprinting speed by superior endurance or inferior technique by aggressiveness. A few centimeters and fraction of second decide between record performance, victory or defeat on a tough in international completion. For this reason it is very important to identify and fully mobilize each individual potential.

The more clearly the strengths, weaknesses and peculiarities of an individual of handball are recognized, the more easily this can be done. But it is by no means necessary to train individually.

Training in groups is or only more economical, but also an important factor in collective education and provides the necessary emotional basis for mobilizing performance potentials. But individual peculiarities should also be given sufficient scope in group training.

This applies to the training load and individual decision taken in education, in the selection and frequency of contents etc. the principle of training handball players as much as possible collectively and only as much as is absolutely necessary individual should be adhered to.

To achieve an optimum level of development of handball players physical and psychological performance he or she should be subjected to maximum training loads. But in order to do so, the handball player adapt his or her living habits to the requirements of his or her sports activities in such away that they help him to improve his or her performance in the most effective way. Thus, training becomes an integral part of handball players way of life and in certain periods of life can become the determining factor.

Training is characterized by its planned and systematic nature. This is reflected in training plans, which draws up in accordance with scientific

principles and generalized experience gathered in successful practical work, are designed to improve performance systematically. The scientific nature of sports training is a characteristic that is becoming increasingly prominent. It is also based on advances made in social and natural sciences.

Evaluation and analysis of world champions, Olympic games, etc, indicate that only those handball players will achieve impressive performance who are suited for the sports in question, who possess the necessary psychological and moral characteristics, who have an outstanding physical potential, who have perfect command of the technique and tactics of their sport and who have proved themselves over a number of years of competition.

It has become increasingly clear in the past twenty years that the highest standard of the handball players' excellence can be achieved by those who have developed the necessary prerequisites in their childhood and youth. In view of this, long term systematic and preserving training in preparation for the highest standard of performance has attained major significance.

This long term training process covers an extensive period which lasts from childhood and youth until the handball player reaches the highest level of competitive efficiency.

It begins with the a general program of basic training leading up to comprehensive development of handball player's efficiency and then to specialized training in a event or handball player's discipline.

Being conducted with the general objective of achieving maximum efficiency at any given age, it is a uniform pedagogic process, which takes place in accordance with the general laws of personality development and of development handball player's performance. It will all be subject to a substantial influence exerted by social and conditions.

2.6.1 Recognition of Aptitude during the Junior Training Project Attainment

Junior athletic attitude can be determined only in the process of training in a selected sport project so that further steps in determine attitude should be based on requirements specific to the event hand ball.

In determine players attitude one should aim not analyzing the development of the athletics critical performance factors on which training in concentrated and to draw conclusion concerning the degree of attitude.

In practice one uses certain indicators for selecting suitable trainees the indicator objectify the process of development of the young based in the essential critical factors.

The number of years of training maturity and age should always be taken in to consideration when determining aptitude.

“A young athlete with fewer years of training can appear to have greater aptitude than an older player with more year of training who has the some parameter is performance (Team writers of p. sport training 1982:27).

According to sport verlag bellin 1982. The following indicators which are based on critical performance factors can provide reasonably reliable information on athletic aptitude.

2.6.1.1 Indicators of performance level

With the aid of this one can determine whether the critical performance factors of the young trainee adequate and broad enough to enable to meet the requirements of their sport.

2.6.1.2 Indicator No. two

Indicators of the rate of improvement of performance is used for determine whether the young athlete is able to meet the training requirements and how

hard they develops in general and is critical performance in to the response training of the physiological systems which the load applied to the rate of development of the relevant psychological factors and to any features of physique.

2.6.1.3 Indicator No. three

Indicators of performance stability and improvement potential is used to find out whether the young trainees performance is sufficiently stable to enable them to achieve a high standard of athletes efficiency. In determination of aptitude it is assumed that suitable young athletes have stable athletic abilities. This can be seen in consistent training performance and or new records at important competition in firmly developed physical abilities.

2.6.1.4 Indicator No. four

This indicates the load tolerance and uses for determine the extent to which the young athlete is able to meet all requirements and especially the extent to which he will be able to cope with the demands of training. It is particularly important to be successful in mastering the constantly increasing intensity and volume of training.

In the evaluation of aptitude it is assumed that steadily increasing trading with lead to stable and ascertainable adaptation which express themselves in increasing efficiency of physiological functions and in steadily improving parameter of athletic performance.

2.6.2 Age Specific Characteristics of the Anatomic Physiological Psychological and Motor Development of Children and Young Adults

As large as possible number of children will be encouraged to participate in handball training in order to achieve further improvements in performance. This period of life is characterized by intensive growth, maturing of the organic

functions, development of the organic functions, personality and ability to learn movements: proving this in (Sport Verlag Berlin 1982:28).

“Because children and young adults take readily to training this is the age at which foundation can be laid for peak performance later in life and so we believe a closer scrutiny of these characteristics is justified. Since they are essential also as a part of the educational and training tasks involved in training.

The process of reaching adult hood costs roughly twenty years. This is a long but necessary time in which complex morphological physiological and psychological processes of development takes place

“Salmi strengthening this growth means not only an increase in size and weight, but also differentiation and metamorphosis organization maturation and regression in the proportion individual parts of the body and the accentuated development of some body features”.

Different parts of the body develop at different rates e.g. the hand increasing by a factor of two and the legs by a factor of five compared with their size at birth.

Table 1. Shows a general clue for development according to Grimm (in principles of sport training 1982:29

<i>Stages of development</i>	<i>Period</i>	<i>Age</i>
New born sucking infant crawling age young child	Up to leaving the umbilical cord Until the appearance of the first milk tooth Until the baby learns to walk Until the appearance of the first permanent	6 month 1-15 years 6 years
Early school age pre puberty	Until the appearance of first signs of maturity Beginning of accelerated growth, rapid development of the genitals, first signs of development mammary papilla	9 th years (0) ₊ 11 th year (0) ₋
Puberty (pubescence) tumescence	Period between appearance of pubic hair and the first menstrual period (6) or the development of nature Period between puberty and completion of growth	14-15 years 17 years 18 years 22 years
Physiological age retro- morph sis	Period of optimum performance Beginning and continuing domination of performance	
Old age	Substantial physical changes accompanied by substantial domination of performance	

In view of this medication in physique specific to a certain kinds of sports as a result of loads imposed during athletic (handball) training have not been ascertained however such an influence can by no means be inferred from the superior physiques that have been observed especially among young peoples showing exceptional performance. The empirically determined physical characteristics of leading athletes some of which substantially exceed the measurement shown in table 2 for the ages in question under the rule of Ethiopian handball federation taking from (ECHAF) as a manual for selecting beginners. According to

(M Khaled Hammounda IHF challenge trophy course for 1st degree coaches on September 2009:2). “Achieving a specific level like championship depends on several elements starting with selection which means selecting the suitable person and training him on scientific basis for the aim of enhancing his performance level in all aspects,includingMorphological,physical,physiological,psychologica l, kinetic all in one helps at the end of facing the several needs of achieving the goal of being a champion while early investigation is the first^t and the most important step in the process of selection and it means choosing the most appropriate person who have the readiness to practice handball and achieve the highest level in the game.

The relation between morphological measurements and selection described by the following parameters

1. Body weight
2. Limbs length
3. Skin fold thickness
4. Bones mass
5. Body height
6. Body circumferences
7. Muscle mass with other fitness elements that should be tested speed, endurance, flexibility, agility power strength based on this the prediction process relies upon the functional abilities of the trainee such as:

General health state, functions of the cardiovascular system, general physical abilities, maximum consumption rate that can be tested through (PWC 170 test step test ,for Harvard strong test ,fox test etc...

On the context of Ethiopian handball federation experience the following two relative prediction are using as a parameter for predicting the final body height for juniors through **komadel equation**

“Final body height for boys = 48.5085 (0.7173 x body height at the age of 6) + (0.2584 x mean of parents body heights) in cm. or = 34.8579 + (0.736 x body height at the age of 11) + (0.233 x mean of parents body heights) in cm.

Final body height for girls = 38.9075 + (0.3718 x body at the age of 6) + 0.4856 x mean of parents body heights) in cm or = 37.8652 + (0.38874 body height at the age of 11) + (0.425 x mean of parents body heights) in cm. (Prof. M khaled Hummounda an printed manual September 2009:8).

The second parameter taken from the (principles of sport training by a team of writers Berlin 1982 according to Oehmisch 1970:31)

Table 2 average data of height weight and chest circumference on the phase of the physical advantage of development of girls in contrast to boys.

Age	Boy height cm	Weight kg	Chest C.M.F	Girls height cm	Weight kg	Chest circumt cm
7.5	125.6	25.1	61.6	125.0	24.9	60.5
10.5	140.2	32.9	67.6	139.8	32.9	66.1
13.5	155.1	46.7	76.6	158.0	48.8	80.2

2.6.3 World bench mark and experience

Kenya

- The nomination stayed on school on the overall control of sport teachers based on their student talents partitioned on their ages
- -Continuous training with the consistent competition for the correction of the fault through that occur on training process
- The trainees get in to the training center with in full time training in the gap of semester rest

France

- The selected talented juniors and youth are gathered at national institute and regional center of excellence for high performance training and compete with the countries division

New eland

- -A special talented juniors are selected and given a special training in the center of excellence at the full time program.

South Africa

- -National federation focused mainly in the elementary and junior schools of the highly talented areas for the center of nomination and generally the program stayed on the school compound including with the curriculum of school educational programs.

2.7 Phases of the Junior Training Program

Experience gathered in the hand ball game and categories of handball game has shown that the sequence of phases of the junior training can be classified as follow:

The training of beginners in such game as figure skating, gymnastics, pole vaulting and spring board and plat form diving should start between the ages of 4 and 6. Device training begins between the ages of 8 and 11 and continuous until the age of 16, at which time the transition to the age stage of competitive training is made (FIFA coaching manual 2001-2002).

Even with in this category of sport differences become apparent one considers the age of highest efficiently for women in gymnastic and in figure skating begins between the age 13 and 15 and for man in gymnastics between the ages of 17 and 19m all ages mentioned here should be seen as guide lines. Minor deviations can be made either way for individual sports.

In such sports as sprinting, jumping, throwing and ski-jumping which require speed strength, in game and some competitive sports between two contestants such as fencing, boxing and judo, the training of beginners starts between the age of 9 and 12. Advanced training starts between the ages of 13 and 14 and ends between the ages of 16 and 17. The top performance age in these sports begins between the ages of 17 and 22.

The difference in respect between the individual sports in this category are not as great as those of sports requiring a his standard of technique.

In endurance sports such as long distance running, rowing and canoeing, beginner training should start between the ages of 10 and 12, followed by advanced training which begin at about 14 and end at 18.

The age of maximum efficiently begins between 17 and 21. In this category of sport, swimming occupies a spherical position, beginner training often commencing as early as 6. Advanced training takes place between 8 and 13. The age of maximum efficiency begins between 13 and 15.

This information concerning the sequence of phases of the junior training program I based of years of experience gathered the practical training work on the one and from the processes of biological development of players. But

practical work in the field of competitive sport also shows that the age limits mentioned above for the game of handball.

A handball player can achieve the highest level of efficiency even if he or she begins his or her training sport for which he or she has a special talent any a later time in life, provided that the handball player has a good general athletic performance capacity. The cancels of success are particularly good n sports in which conditioning ability (physical abilities, which are a determined by energy factors for achieving high performance conditioning ability comprises power, sped and endurance) plays a dominant role in overall structure of performance capacity. In this variant of preparation for the highest level of handball player performance the period of the junior training program is shorter. But in this case to the system of long term development of the highest level of handball player performance must be compiled with.

2.7.1 Principal Tasks of the Junior Training Program Conditioning

According to Barsch, Jurgen, Dr. Sc.Paed. (2002:10) explain that, principal tasks of training program containing.

In training beginners it is particularly important to create, though general handball training, a basis for broad general handball efficiency. For this reason general physical exercises would made up a considerable portion of the total volume of training in Many handball games.

In the further course of the junior training program more attention is devoted to developing condition, emphasis being on the requirements of the sport in lack of concentration. The scope of the special exercises increase continuously with advanced handball players. But the following difference are to be appeared in mind with regard to the different categories of handball games Conditioning given priority over other kinds of training in sports in which there is a premium or maximum strength endurance. That is why the proportion of general exercises is considerably greater than over events in which the emphasis are on

technique. So, for all ball games and sports with two contestants, predominately general forms of training for conditioning beginners and special exercises are increasingly used for advanced players.

2.8 Project Management and Implementation

An important issue in the sport sectors is whether the assignment of responsibility to manage a large project by the established commission or to give the responsibility to specify created project implement unit on federation. Managing projects in accordance to the plans and objectives designing is not an easy task even under the most trouble circumstance the preferred course of action for capable of handling the managerial responsibilities for a specific project and implemented with the technical assistance provided by the above organizations. on the other hand when such a managerial strategy is not possible to stayed in a special project implementation unit that should be established. However, this had to be carried out with the explicit intention of integrating the unit in the commission as a permanent body.

The establishment of a special project implementation unit would be having only one central function to perform and it develops all of its time to the full scope of the project activities such as design the training manual, selecting the relevant areas based on assessment, monitoring the trainer coaches, and give training for coaches, monitoring the gradual changes from day to day routine follow up, this units have available training ground for local staff that may be come the nucleus for a larger group changed with responsibility for implementing all regional projects financed by government sector or federation.

The project implementation unit in Egypt and other northern Arab African countries for instance previously designed and administered a responsible sport study group that helped the sport ministry to analyze alternatives, by determining priorities and plan investments.

2.8.1 Monitoring and Evaluation

Evaluation in any project activities could result due to constraint in project inputs, Absence of inputs anticipated during design, and not handling during implementation as well as many other technical reasons.

basically the monitoring and evaluation or follow up process is used to assess whether the original project objectives have been attained and if not why? Hence as a result of under taking proper monitoring and evaluation, major shortcomings and problems are identified, recommendation for remedial actions made and lessons of experience drawn (DPSA 1990:35)

Monitoring is key in helping remedy situations before the damage becomes. serve as a prerequisite also is not a difficult task and it does not cost to much thus, the world bank states as monitoring can be relatively straight forward and in expensive system that provides an early warning to project management about potential or actual problems (Baum W.C & Sm Tolbert 1985:362) and it should be based on a set of simple indicators that can be collected and processed in time for management to necessary action . For instance some indicators are numbers of trainee or practice and environments in different sport training projects.

Evaluation on the other hand aimed at making judgment on the value of an out put of activity or project. It simply means to asses the value of some things (M.T Feverstein 1988:2), and evaluation is the determination of a things on value of sport training. the formal evaluation is to formal determination of the quality effectiveness or value of a program, product project, process. objective or result of competition. Evaluation can be seen as informal and formal. According to Worthern Blaine R (1987:12) informal evaluation or the way in which people form impressions or perceptions about which sport training alternatives are best as much as part of training as coaching itself. On the other hand formal evaluation or the use of accurate information and criteria to assign values and justify value judgment has a much longer and more

distinguished history than is generally recognized. According to *an Ethiopian handball federation junior sport training project evaluation format the following informational parameters are listed.*

1. Region _____ Name of coaches _____ Sex ____ Age ____
 Level of ed. _____
 Station _____ level of coaching _____ level of trainee _____ regular work _____
2. Training days of the week
 - Day and hour of training
 - Beginning day
 - Trainee on practice M _____ F _____ Sum _____
 - Trainee at the time of evaluation M _____ F _____ Sum _____
 - Absentees from trainee M _____ F _____ Sum _____
 - The reason for absentee _____
 - The number of replaced trainee is place of absent
 - Size of the training field and type
3. Document attendance document test results if not reason thronging weekly monthly yearly
 If not prepared the reason why
 - Are there professional followers from the office if yes at what interval staged the follow up
 - Is the report submitted on time to the responsible body
4. The physical capabilities given in training _____ to _____ hours. The tactical and technical Psychological other related subjects elements given in training with hour's _____ and other.
5. Equipments on service ball Net, whistle, pump, stop watch skip rope, and other
 - In sufficient materials but needed _____
 - The measure taken to the problem of material shortage
6. After evaluation recommendation given
 - Strong points of training _____
 - Weak part of training _____
 - Points that need improvement _____
 - Points more tan the potential of project _____
 - Supervisor name _____ sign _____ Date _____
 - Coaches name _____ sign _____

Regional officer _____ Sign _____

There are two basic distinctions in sport training project evaluation studies formative and summative according to Worthen Blaine R (1987:34) formative evaluation is conducted during the operation of the program directors evaluative information successful in improving the program. On the other hand summative evaluation is conducted at the end of a program to provide potential

beneficiaries with judgment about that program worth or merit. For instance, after the regional project competition hosted in Jijiga Somali region in 2000 implies as a summative evaluation might be conducted to determine how effective the package is with national sample of typical regional projects trainees and at the level of which it was developed. Bowm W. C & S. M Tolbert (1985:363) has stated the experience of the World Bank and suggests several prerequisites for a successful monitoring and evaluation system these include:

Firstly, supervisors or managers have to want or support the system and be committed to its use secondly, decision on the data to be collected should be based on the problems that will need to be solved during implementation thirdly requirements for data collection have to be adopted to realistic standards of accuracy timeliness and cost and finally the system has t be designed at an early stage of project preparation and base line data collected well in advance.

However, the methods used for monitoring and evaluation purposes may vary from country to country depending on the countries political, social, economic and cultural settings.

2.8.2 Problems in Project Implementation

There are projects may fail to be completed with in the envisaged time frame due to various reasons. An implementation failure may be said to arise if one or more of the following condition hold according to Sukhamoy Chakravarty (1987:41)

Firstly, it is because of the fact that planning authorities are plainly inefficient in gathering the relevant information with in the needed range of precision. Secondly, in most cases planning authorities respond with consider able time laps when the underlying situation changes. Thirdly the agencies implement plans have little or no capacity or in some cases there is no motivation to carry out them.

In any case it is necessary to distinguish between problems that are symptoms and those that are underlying causes in general project implementation problems are varied and complex in their nature but the major ones observed

in most of the project are categorized in to four major groups according to the world bank these include the financial, managerial and institutional technical and political.

Financial: can be seen in two days funds may not be avoidable at the commencement of the project or a shortage may occur during the full implementation period.

Managerial: most persuasive in a sense usually considered as institutional problems and the root causes of implementation delays and cost overruns.

Technical: problems can arise in operating equipment or procuring it these may include the future of the project results destination. However, some technical problems are the result of a calculated risk.

2.8.3 Agreement Treaty Signed between Ethiopian Handball Federation, Regional Youth and Sport Affairs on Juniors Training Project of 2004-2006

Ethiopian handball federation with the full cooperation of regional federation has given a three years junior training based on fulfillment of the responsibility described on the project proposal with submitting of the needed required equipment for the training practice in Addis Ababa region project station of _____ School

_____ School has received this agreement to give support of consistent training.

On the part of Addis Ababa youth and sport affairs handball federation sport committee by opening the project station and ready the nomination of trainee in several sub city and zone high school promoting the expansion of the handball sport to reach the material aids received from federal sport federation and cover the expense for other budgetary need to participate on the competition program we are taking an agreement to sign this treaty.

Ethiopian Handball Federation

Regional Youth and Sport Affairs Representative

Signature _____

Date _____

Signature _____

Date _____

Table 3.

Description for the country and regional junior handball training project information comparative on the consecutive years

S.N	Training years	The amount budget allocated	The amount budget to the region	No. of participant coaches		No. of participant trainees	Age of trainee	No. of training days/weeks		Minutes of daily training	No. of coaches per child		a.a No. of project center	
1	1998-2000	791,400	100,000	76	25	2,500	12-14	3	3	120	20	20	80	500
2	2001-2004	710,200	90,000	54	13	2030	13-15	3	3	120	20	20	54	300
3	2000-2008	800,000	100,000	35		1500	14-16	3	3	120	25	25	17	476
4	2009-2011	900,000	100,000	21		1800	15-17	3	3	120	25	25	13	390

The above table shows the junior hand ball project founded by Ethiopian hand ball federation in 1997 at the region of Addis Ababa and its general description about the budget allocation of the training years the number of trainees and coaches and training centers of the four project training years.

Training facilities and services

Part of the initial remit of the Ethiopian handball federation was to develop world-class training facilities. This agenda has been progressed in partnership with Ethiopian Olympic Committee (EOC) and with the support of the Federal

Sport Commission and the facilities out lined in table four have been put in place as a result.

Table 4 Training facilities and services

S.N	Facility	amount		status	Cost	Funding sources
1	Sports hall/gymnasium changing room/33	4		completed		Y.M.C.A fed. sport
2	Sprint and jogging tracks	15		Under construction		A.A sport comission
3	Fitness areas and weight room	2		completed		A.A sport comission
4	Playing pitches	21		completed		government With.local NGOs
5	Outdoor activity center	3		Under construction		government

CHAPTER THREE

3. Design of the study

This chapter deals with method of the study , data gathering instruments and data analysis technique . the brief explanation of each topic is presented below.

3.1 Methodology of the study

In this research study ,the research applied both quantitative and qualitative approach which based on the descriptive survey study method to data collecting through semi structured questioners was presented and analyzed using numbers in percentage which is quantitatively in addition qualitative was analyzed by summarizing the words of open ended items of questioners , interviews, and observational checklists.

3.1.1 Source of the data

The research comprises of both primary and secondary data . Primary data were collected through employing multitude of data gathering techniques including structured questionnaire key informant interview and observation.

Descriptive survey and carried out through standard questionnaires to collect data from coaches, trainees, clubs. handball federations and sport and education bureau so as to supplement and cross tab data collected through descriptive survey of key informants interview and observation was conducted from major coaches supervisors coaches trainers and committee members of handball federation and education of Addis Ababa region federal federation the six selected school were the project center trainees.

Secondary data were conducted from pertinent sources including of youth and sport offices project documents and other sources.

The researcher has intended and designed to employee number of data collection tools together this is just for the sake of obtaining reliable data and

drawing appropriate conclusion and in turn to formulate valid recommendations and suggestions. These tools which are designed to be employed are observation check list, interview and questioners.

3.1.2 sampling procedure and design

The target population of trainees, supervisors, committee members, and sector office officials are expected 100 and the sample size were 75 beside this the researcher employed probability sampling using the easiest one simple random sampling.

3.2 Data Collection Instrument

The data gathering tools were constructed on the bases of review literature and the required data to be collected before the utilization they distributed to the experts in the field .for making it more nailed and reliable them.

3.2.1 Questionnaires

Questionnaires were set to obtain information from coaches, trainees, club coaches and players about the practice and the impact on today's club of handball and supervisors instructors the previous amateurs of social committee members with governmental offices about the past present and its future perspectives in order to get the necessary question constructed from both the item of open and closed formats based on the review literature.

3.2.2 Interview

Interview was one of the tools used to collect data in the study. it is employed in need to secure in depth information about the problems related to the research.

According to Benny and Hughes (1956) in Norman Kdenfin and Yona S. Lincoln (1994:361) interview is one of the most powerful and most common ways that the researchers use to understand their participant views.

Denin again argues that interviews becomes both the tool and the subject in that the researcher is considered as the instrument of the data gathering for that he or she is in closed participation to pain and generate detailed information. Therefore undistracted interview guide was employed to the youth and sport officers were interviewed in this case purposeful sampling was employed and structured interview was conducted with members of federal regional sport officers handball federation societal committee and to days club coaches interviewed the previous coaches and supervisors with some committee members preferred to be interviewed in the assumption that they could have chance to know about the whole process of the junior project program a written outline was prepared to digit the needed information.

3.2.3 Observation check list

In addition to questionnaire and interview observation checklist also were prepared in regarding to check facilities upgrading outcomes and problems of the trainees.

3.2 data analysis technique

The data gathered from structured interview questionnaires and observation check list was organized using appropriate and relevant statistical method of analysis. This method, which assists to come up with findings, descriptive statistical, including percentage and average cross tabulation method.

CHAPTER FOUR

4. Presentation and analysis of data

This chapter deals with two major parts. The first part treats the characteristics of the sample population incorporated in the study. Hence, the overall profile of the study groups is discussed in terms of sex, age; educational qualification services years and field of specialization. The second part of this chapter presents the analysis and interpretation of findings of the study.

4.1 General Characteristics of the Respondents

Questionnaire were 18 employees of governmental organization and 57 members of club players coach, amateur professionals from the societal technical committee of federal and regional federation and Addis Ababa sport commission of the total number of questions distributed to the groups 50 (80 percent were appropriately filled in and returned by governmental and non-governmental employees respectively.

The governmental employees included in the study are federal sport commission Addis Ababa city administration sport commission with its three zones administrative sport offices zone four three nowadays in Kirkos sub city, Yeka and Addis Ketema Addis Ababa city administration education bureau with six secondary school selected from sub city randomly namely keranyo Addis ketema, bole, kechena .holy thrinity(kidst selase) and Edgete Bhebetrt. such as finance bureau have a significant role in one way or another in implementing Ethiopian handball sport training projects.

In short, a total of one ministries and three regional bureau with a total of zonal offices department and 20 woredas sport offices are incorporated in the study similarly NGO group included in the study comprises of the employees in club as a players including federal Maremia Ethiopian defense or meklakYa and Omedla(federal police) with their coaches, Instructor and assistant

trainee family (parents) amateur social committee members actively participated at the time.

Based on the information obtained from government employees and clubs with trainee's family. The characteristics the respondents were examined in terms of their sex, age years of services, educational qualification and their field of study.

The nature of the questionnaires was 100% reasonable amount in case of survey study to conducted interview with the different concerned bodies, the analysis and interpretation of the data are presented subsequently for each table, in this section of the study.

Table 5: respondents by sex and age

Item	Club players		Trainees		Parents and amateurs		Coaches		Profession officers		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
A. Sex												
Male	10	50	10	100	12	60	10	85	5	85	47	65
Female	-	-	-	-	3	25	2	15	1	15	3	10
No response	13	65	-	-	8	85	-	-	-	-	23	25
Total	23	0.00	10	0.00	21	1.10	12	100	6	100	73	1.10
B. Age												
a. 20-30 years	10	40	10	100	-	-	-	-	-	-	20	20
b. 31-40 years	13	60	-	-	11	55	1	10	-	-	25	30
c. 40 years	-	-	-	-	12	55	10	90	6	100	28	40
No response	-	-	-	-	-	-	-	-	-	-	-	-
Total	23	100	23	100	23	100	12	100	6	100	75	100
Educational qualification												
Below 12 th grade	5	20	2	20	20	50	-	-	-	-	27	30
12 th grade complete	15	70	4	40	1	20	10	92	-	-	30	40
Diploma	2	7	3	30	2	30	2	8	2	20	11	15
1 st degree	1	3	-	-	-	-	-	-	4	80	6	10
Doctorate	-	-	-	-	-	-	-	-	-	-	2	50
No response	-	-	-	-	-	-	-	-	-	-	-	-
Total	23	100	10	100	23	100	12	100	6	6	75	1.66
Field of study												
Coaching	-	-	-	-	-	-	8	80	5	20	13	40
Sport teaching	-	-	-	-	-	-	4	40	2	20	5	60

Table 5 shows the sex and age distribution of the sample population of the study groups mainly focuses on male trainees amateur coaches and professional workers in ministerial offices \of each accounted for 65% were male respondents remarkable feature of the sex distribution is that almost all respondents in the study area which accounted for 95 percent were today dominated by males. This shows that all relevant positions follow up in the project center area are sex biased in favor of males 1998 Ethiopia sport policy males which is in contrary to article (3.1.6) <ensure the direct participation of women in sports activities at their locality educational institution and working place and to also a certain area in their equal sharing of the benefits male dominated position may be accounted for the few fulfilled number of women as competed to their male counter parts. However the situation at present has been improved though not expected by the policy similarly with regard to age most of the respondents i.e. with in the range i.e. 100% if the trainees accounted this might shows the time of nomination in the school area are selecting the same age groups students found at the same grade standard.

Likewise the coaches and ministerial officers respondents accounted for 25 and 30 percent respectively. this might show that most of the respondents have rich experiences and they are within their adulthood and very big number 28 and 40 percent are beyond their adulthood stages a relatively more respondents in parents and technical committee that accounted for 55% are within the age range of 40 years. Can not be disdained for instance, of the total respondents 28(40) lies within this age ranges.

Table one item 3 reveals the distribution of respondents by their educational qualification of the total respondents 5 or 20% club players are 2 Or 20% of trainees from parents 20 or above 50% of the parents and technique committee are below 12th grade and of 15 and 70% of club players are 12th grade complete respectively 4 or 40% of the trainees 1 or 20% of parents 10 or 92% of coaches of the respondents officers in ministerial offices 2 or 20

percent at diploma level and 4 or 80% percent are with their first degree only one or 5% are his second degree the remaining of 30 or 40% respondents are lies in 12th grade.

Table 1 item 4 presents the distribution of respondents by their field of study of the total respondents focuses mainly on coaches and professional officers out of the total respondents of coaches of them that account for 80% have there field of study has based on their livelihood. Coaching and sport administration and 4 or 40% are in sport teaching with methodology mainly in teaching profession. On the other hand the respondents from ministries officers i.e. 5 or 80 percent have their field of study in coaching and of 1 or 20 percent have their field of study pedagogical sport teaching with methodology education.

Table 6. Responses to be completed by Coaches Supervisors and Professional technical committee and officers on preparation of training process

No	Item	Choice							
		Affirmative		Negative		Unfilled		Total sum	
		No	%	No	%	No	%	No	%
1	Are project centers were selected from the behavior of the sport consideration	14	75	6	15	4	5	24	100
2	Were the process of nomination performed with school society in coordination	6	15	14	75	4	5	24	100
3	The responsible body to make decision about the project exercise is clearly stated	20	80	4	20	-	-	24	100
4	Was adequate performance status in terms of man power planning and management implementing monitoring and evaluation	8	35	4	15	12	50	24	100
5	Was there a continuous and formal documentation appraisal and reporting systems	14	75	6	15	4	5	24	100
6	Do you think that the training given on physical fitness should support with the related science such as (Anatomy, Physiology, Psychology)	22	96	-	-	2	4	24	100
7	Was there an involvement of local officials instructors and beneficiaries (clubs) in planning implementation and exercise of training	20	95	-	-	5	10	24	100
8	Do you think the manual was formal and adequately supplied to the whole training center	20	90	-	-	4	10	24	100
9	Do you believe that the training plan prepared on time and approved by a responsible person before the practice	16	75	8	25	-	-	24	100
10	Were the consistent documentation process and formal exchange of information	14	65	8	30	2	5	24	100

Table 6 shows the sample result concerning the preparation of training activities and its process on the junior projects however, item 1 of table 6 portrays that 14 or 75 percent of the respondents from officers coaches and committee members responded by saying that “not sure” for the consideration of behaviors of the sport from the point of human physiology and talent area 14 or 75 percent of replied by saying that for item 2 likewise the process of nomination of trainee not execute responsible sport teachers in any case there are respondents for the two options that responded in both sides such as officers and coaches from the basis of their working area experiences.

Item 3 table 6 reveals whether its clearly stated or not about the responsible body to make decision out of the total respondents 20 or 80 percent responded positively it is federal sport commission. However none of them replied that “not sure” because of they are not knowing the system of an the organization/.

Item 4 of table 6 indicates the adequacy of performance status regarding man power planning management implementation monitoring and evaluation officers and supervisors responded positively. However coaches negatively or did not respond positively by saying yes. Of the total respondents 12 or 15 percent respond by saying no.

Item 5 table 6 portrays whether there was a continuous and formal documentation appraisal and report system or not hence out of the total respondents 14 or 80 percent of them responded by saying yes that the beginning time but later decreased gradually.

Item 6 of table 6 depicts whether the training given on physical fitness should support with reacted science such as (Anatomy, physiology psychology or not more than half 22 or 96 percent of the respondents

responded positively by saying yes. However few 2 or 4 percent responded by saying “not sure” if their luscious perspectives of the training.

Item 7 of table 6 of reveals the involvement of local official instruction and club (beneficiaries) to planning implementation and exercise of training it clearly seen from table all respondent responded by saying agree.

Item 8 of table 6 depicts whether that the manual prepared at that time was and supplied equally for the whole center of projects sufficiently as not regarding to this the study reveals that 20 or 90 percent of the respondents replied by saying “agree and 4 or 10 percent of them responded by saying disagree

Item 9 of table 6 portrays that the training plan preparation and its approval by a responsible person on time before practice 16 or 75 percent of the respondents responded by saying that not sure from the cause of their communication on the other hand 18 or 25 percent of the respondents responded positively by saying “yes”

Item10 of table 6 depict , that about the documentation process and formal exchange of information . 14 or 65 percent of the respondents are respond” yes” .but suspicious from its consistency . and 8 or 30 percent of the respondent are saying “ no ” and 2 or 5 percent are not respond for the question.

Table 7. Structured questions about implementation process only for coaches and supervisors

No	Item	Choice							
		Affir mati ve		Nega tive		Unfil led		Total sum	
		No	%	No	%	No	%	No	%
1	For how many days you were trained per a week? A, 2 days			1	10			8	100
	a. 3 days								
	b. No response								
2	What are the criteria for selecting the trainees to the project? a. Ages randomly	6	80						
	b. Talent areas nominee							8	100
	c. school environment			2	20				
3	What are the criteria for upgrading request of the trainees a. Training performance			1	10				
	b. Game performance	6	80					8	100
	c. continuous assessment				10				
4	Do the coaches have a channel of communication with parents to discuss about the trainees behavior and educational growth change a. Yes	6	80						
	b. No			1	10			80	100
	c. Not sure					1	10		
5	In training juniors how can you pass the difficult happenings (created problems) from the cause of their. a. Through discussion	7	90						
	b. Running for concerned body					1	10	8	100
	c. Taking discussion by themselves								

No	Item	Choice							
		Affirmative		Negative		Unfilled		Total sum	
		No	%	No	%	No	%	No	%
6	Do you have a consistent follow up from the zonal/woreda officers and technical committee? a. Yes	8	100					8	100
	b. No								
	c. If yes in what ways by supervising								
7	Was there the problem of training fields? a. Yes	6	80						
	b. No							6	80
	c. Not sure, if yes in what ways you solve the problem					2	20		
8	Were the trainees are punctual for training time? a. Yes	4	50						
	b. No			4	50			8	100
	c. not sure								
9	In what ways are participating the school principals for the school project a.	7	90					8	30
	b.	1	10						
10	Sport wears that given on the time were kept its quality a. Yes								
	b. No			6	80				
	c. Not sure					2	20	8	80

Table 7 designed to know for how many days are the coaches have training program per week to Apprentice 5 or 90 respondents respond 3 days 1 or 10 percent of respondent has no response. It's similar for the surrounding . As is seen in Item 2 of table 7. The criteria for selecting the trainees to the project were 4 or 80 percent respond by saying ages randomly and 6 or 80 percent respondent said school environment orientation.

According to the above table 7 Item 3 the coach was asked their criteria for up grading the performance and 4 or 60 percent said continuous assessment and training performance as is seen is table 2 Item 4. Communication of coaches and supervisors with parents to discuss the trainees behavior change and growth. 6 or 80 percent of respondent respond yes, 1 or 10 percent said no, 1 or 10 percent said not sure.

Similarly Items 5 table 7 the way of solving problems or difficult situation happenings all of the respondents 8 or 100% are through discussion.

Questioner 6 in table 7 about the follow up of zonal and regional office officers and technical committee all of the respondents say yes but in Item 6 said yes by supervising monitoring and visiting.

Questioner 7 about the problem was occur in training field 6 or 80 said yes and 2 or 20% of the respondent said not sure. How ever, the description is different all of the respondent are respond the various problem including training field, material, equipment.

Questioner 8 about the punctuality and discipline of the frame. 4 or 50% of the respondent respond yes and 4 or 50% including the school heads are respond not sure.

As is seen in table 9 the ways of participating the school principal for the implementation process are 7 or 90 percent of the respondents respond by saying supporting and follow up and the remaining 1 or 10 percent respond by saying controlling and evaluation.

The last Questioner for coaches and supervisors about the sport wears that given for them was keeping the quality 6 or 80 percent of the respondent are saying no and the remaining 2 or 20 percent of the respondent respond not sure because of their participation to receive their share.

Table 8.To be completed by the present trainee of the faze out projects.

No	Item	Choice							
		Affirmative		Negative		Unfilled		Total sum	
		No	%	No	%	No	%	No	%
1	Has adequate training been given in your weighting time to the last 4 training years.	13	91	2	9			15	100
2	If your answer for question number /1/ were "yes" , what are the more areas of your strong training quality . (Its possible to give more than one answer)	10	80						
	a/ technical more								
	b/ tactical more	2	8						
	c/ psychological								
	d/ educational or academics attachment	1	4						
	e/ more physical capability	2	8					15	100
3	the participation of the parents and school community to the project were.								
	a/ high	2	8						
	b/ moderate	3	12						
	c/ Low	10	80					15	100
4	Does the federation and education bureau organize a forum to discuss on project exercise								
	a/ never	1	6						
	b/ seldom	2	8						
	c/ sometimes	12	86						
	d/ always	--						15	100

5	. are you happy in the process of training program	13	85						
	a/ yes								
	b/ no	--							
6	Do you have any chance of interaction with coach's and teammates rather than training ?	2		2	15			15	100
	a/ yes	13	92						
	b/ no	2	8					15	100
7	How many coach's train the whole your training life	10	80						
	a/ one								
	b/ two	3	12						
8	c/ more than two	2	8					15	100
	Do you gain other life skills education from your trainers on the passing four years of training								
	a/ never								
8	b/ seldom								
	c/ sometimes								
	d/ Always	15	100					15	100

No	Item	Choice							
		Affirmative		Negative		Unfilled		Total sum	
		No	%	No	%	No	%	No	%
9	If your answer for the above question were always what was the areas of your relation improved.								
	a/ in school community curriculum and community activity	5	25						
	b/ with in parents and children relation ship	10	50						
	c/ in peer relation ship	5	25						
	d/ in school value and positive relationship							15	100
10	was the training fields were convenient for the type of sport and the need of the trainees.								
	a/yes	10	70						
	b/ no	4	25						
	c/ not sure	1	5					15	100

The above table 8 demonstrates the response from the question presented how the trainees feel about the passing training time .

The first Item of table 8 show the adequacy of the training been given to to the last 4 years

13 or 91 percent of the respondents say “yes” while the remaining 2 or 9 percent respond unfilled no given any respond

An item 2 in table 8 for the question where in item 1 The answer given “ yes” the more strong quality for the training however the picture is different when it is observed from the point of view of 10 or 80 percent said “ more technical ” 2 or 8 percent respondent by saying tactical 1 or 4 percent has

an effect an educational achievement and the remaining 2 or 8 percent respondent respond more "physical capability"

As is seen in Item 3 of table 8 the respond for the question about the part of the participation of parents and school community to the project 2 or 8 percent said yes the other 3 or 12 percent said low

Similarly Item 4 of table 8 about the preparation of forum to discuss on project exercise from the part of federation and education bureau. 1 or 6 percent of the respondent said never 2 or 8 respondent respond seldom and more number of the respondents replied by saying "some times"

As is seen in item 5 of table 8 the feeling of enjoyment on the process of training more respondent 13 or 92 percent were respond by saying yes but the remaining 2 or 8 percent say no.

In item 6 of table 8 for the question for the chance of trainees interaction with coaches and teammates rather than the training environment 13 or 92 percent of the respondent said yes and little number 2 or 8 percent respondent said no

In item 7 of table 8 about the number of coaches that the training given in the whole period 10 or 80 percent respondent said "one" 3 or 12 percent of respondents said "two" and remaining

As seen is table 8 of item 8 the gain of other life skill education from the coaches the whole respondents 15 or 100 percent agree on the respond of "Always "

Similarly the answer for item 9 the question based on number 8 the areas improving the relationship of trainees society 5 or 25 percent respond by saying in school community curriculum activity 10 or 50 percent of respondent respond by saying with in parents and children positive

relationship at home and the other 5 or 25 percent of the respondent respond by saying “in peer relationship”

Question 10 of the last item of table 3 were the convenience of training fields and equipment. 10 or 80 percent respondent respond “yes” and 4 or 25 percent of respondent respond by saying “no” and the remaining 1or 5 percent of respondent said “not sure “

Table 9 to be completed The response given by parents the trainees

No	Item given	Choice							
		Affirmative		Negative		Unfilled		Total sum	
		No	%	No	%	No	%	No	%
1	What were your feeling to the participation of your child to the training	8	75	2	10	5	15	15	100
2	After the beginning of training was any attitudinal change of your child a/yes b/ no c/ not sure	10	80	1	10	1	10	15	100
3	Were you following and monitor the training program within the gap of two weeks	8	75	3	11	4	14	15	100
4	The participation of the training was there any changes on academic potential of your child	8	55	7	45	-	-	15	100
5	Do you believe the training given at that time had a complete influence of the economic and social life of your child	10	80	1	10	1	10	15	100

Table 9 shows the sample results of concerning parents attitude and their perspectives about the project

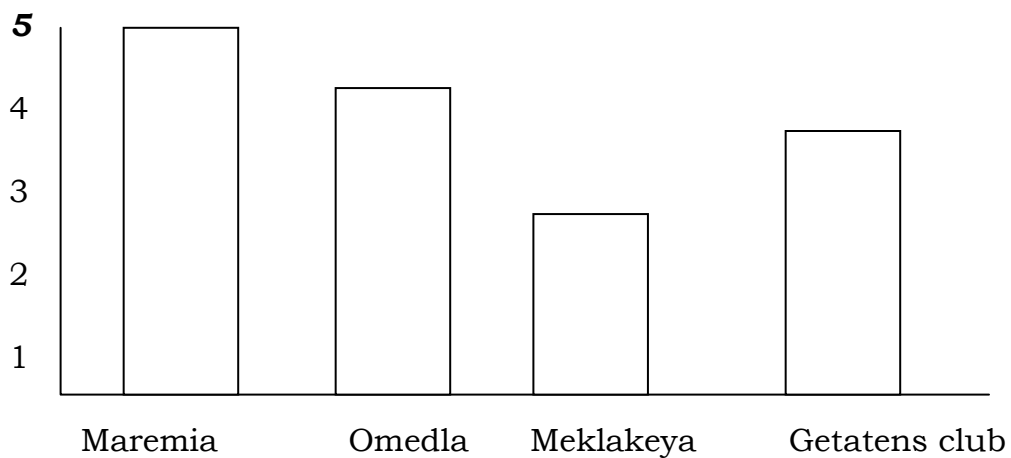
However, item 1 of table 9 portrays about they feel that 8 or 75 percent of respondents responded by saying that very good while the remaining are responded by saying not bad from the point of their child destination.

Item 2 of table 9 reveals that the attitudinal change of the child after beginning of training is 10 or 80 percent of respondents responded by saying yes I had seed and 1 or 10 percent respondents saying yes had not seen any changes the remaining 1 or 10 saying not sure by saying they are not following their child changes.

Item 3 of table 9 the follow up and monitoring the training program within the gap of two weeks or a monthly communication is 8 or 75 percent of respondents are responded within two weeks and percent of responded in a gap of a month and the remaining 7 or 45 percent of respondents are saying no does not have any communication with the reason for this the way of living separately with their child.

Item 5 of table 9 the impact of the training on their children future economical and social life 10 or 80 percent of respondent responded “yes” by saying it is a high impact of the employed club salary for his livelihood and 2 or 20 percent respondent responded not impact at all.

Graph 1 number of player in the club who were junior training trainees



The above graph shows the description of players number that were the project trainees employed in today's Ethiopian national handball clubs

Table 10 reveals that regional results of the years evaluation tournament

S.N	Place of the tour host region	Days stayed	Place stayed	Years	Name of region	Level
1	Jijiga	7	jijiga	2001	somali	1st
2	A.Abeba	5	A.Abeba	2004	A.Abeba	2nd
3	B .dar	4	b.dar	2007	Amhara	3rd
4	A.Abeba	3	A.Abeba	2010	A.Abeba	4th

The above table shows results of the competition stayed in several hosted regions on different regional cities in different years.

Results of regional and federal sport federation officers and education sector officers interview

Question one: what is the role of you and your office to the project identification implementation preparation planning monitoring and evaluation

Answer they are the part of this activity. On the order of their level of responsibility to the previous position

f. more than today's club players are coming from that project

g at the beginning it was good in quality and quantity later it decreases gradually and is not promoting that mach at its previous pace

Question two the comments about the relationship of

a) Addis Ababa city education and sport bureau is

Answer it is based on information exchange and reporting mechanism only

b) Federation and clubs

Even if there is informal interaction no responsibility and accountability for the consistency of the upgrading graduate trainees

Question three suggestion to increase efficiently in the upgrading for clubs participation

Answer increasing the number of clubs establishing and promoting the private organization

Question four the responsible body to make decision of project priorities

Answer Ethiopian Olympic committee and federal sport commission jointly with Ethiopian handball federation

Question five the major obstacles of the project were

Answer shortage of funds equipments and materials for facilitating the program in the region.

Question six the policy and strategy should follow the federation

Answer formulating a new strategy based on the policy in cooperation with international and local national donors and other stakeholder of the society.

Question seven the measures taken to up grade and empower coaches

Answer give a chance of training in local and foreign levels cooperation with Olympic solidarity cases by international Olympic committee.

Question Eight the real number of player from the project in a clubs of Addis Ababa

Answer almost all the players of today's club in country wise are coming from the results of the project but on the regional level at least to form the first project cycle.

Question nine were the implementation had well equipped and supported by government

Answer it is clear that there is a shortage of materials for facilitating the project training but it was above the capacity of the government

Question ten were effective the purpose of the project after feasibility on today's club and regional team participation

Answer A/yes

Question eleven In what areas of the fields trainees graduate and would like to join more frequently?

answer b/ In professional national club players

Question twelve/If your answer for question number 11 “ In professional national club players” in what areas are they effective.

c/ more of the clubs players of today’s□

Question thirteen/ the rank order(1-11) the following problem areas of the previous operations of A.A handball youth projects by assigning number “1” for the most serious problem “2” for the next series problem “3” for the third and so on until the eleventh problem .

The answer was put in front of the response in the priority order

5. 1/ unclear responsibility and accountability between the federation , education bureau and clubs roll to implement feasibility of the project
6. 2/ frequent turn over of managers at each administrative echelon
7. 3/Lack of implementation capacity to absorb the project
8. 4/ lack of coordination on the part of donors and beneficiaries
9. 5/ lack of coordination between coaches, supervisors, parents and society school community
10. 6/ delaines of the release of funds from donor agencies for the committed programs and projects
4. 7/ inadequate awareness’ of sport policies at regional, zonal, or sub-city woreda and school level
11. 8/Lack of motivation of coaches and trainee encouragement
2. 9/ most of the projects and club foundation are not

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sustainable

3. 10/ / most of the committed projects have not been founded on the talented oriented location and according to their time frame

1. 11/ most 1997 A.A handball projects are not participatory i.e. they are imposed on the sport bureau from the top

14/ what solution do you propose to the five major problems you indicated in the rank order above?

a/ at the national club level by putting a clear, responsible rules and regulation administering their own training junior project centre supporting by their own budget to encouraging the different classified ages.

b/ at regional federation level give the support of equipment and training materials and skillful professional by training for coaches supervisors and technical advisers cooperating with federal federation and international organization.

c/ at woreda sport office level - monitoring and evaluation of project appraisal cooperating with supervisors and other social committee members including school principals consistently through the forum of discussion group.

d/ at project center level -facilitate the promotion program of the project trainees through several kinds of competitive tournament program to selecting a talented group of trainees for the selected centre of Excellency.

CHAPTER FIVE

Summary conclusion and recommendation

This final chapter of the thesis deals with the summary of the major findings of the study based on the findings. Conclusion is drawn and recommendations which the researcher assumed to be operational are forwarded.

5.1 Summary

The major purpose of this study was to assess the practice of 1998 youth handball project and its impact on today's club participation in Addis Ababa region selected 6 schools and 3 clubs and their players are incorporated and conducted 12 coaches and principals faze out project centers 12 officers from 12 officers from 3 governmental offices with their professionals and amateur committee members and 15 private national male hand ball players with their six coaches and assistant coaches of national handball club players a total of 75 respondents.

Information was gathered from these sample respondents through survey questionnaire which was pre tested in sector offices and clubs and modified for final distribution interview was also conducted to obtain more information and fill the gap that the questionnaire may lack.

The data gathered was analyzed using various statistically tools such as counts and percentages. According to the results of the data analysis the major findings of the study are presented as follows:

- The study disclosed that most of the respondents in the study area are male dominated out of the total respondents female accounted for only 2%^ in the study area with regard to educational qualification and field of study of the total respondent's percent of the respondents

have their first degree and 60% of the total respondents have their field of study in coaching (education). And It was evidenced that the total numbers of players now in all 3 clubs are coming from this project whether they are coming from Addis Ababa or other Ethiopian regions project.

- The findings disclosed that out of the total respondent coaches and supervisors and committee members 24 or 100 percent of them reported the project centers selection considering the behavior of a sport but the nomination is not worked jointly with a school society through responsible body is clearly stated to make decision
- It was evidenced that has not adequate performance status of man power planning and management from the basis of its discontinuity and not supported by formal and appraisal documentation reporting system. As revealed by the study the selection criteria based on age but not evidently focused on the related science of anatomy, physiology ,psychology and from the shortage of trained coaches and personnel limitation on involvement of local officials instructors and clubs due to that the manual was formal but not supplied adequately to the whole training center by approval of a responsible person It has evidenced that the number of training days are mostly 3 days in the whole area to select trainees the coaches and officers use mostly ages and the upgrading system was based on game performance even if they are using some indicators on training performance and continuous assessment .
- As revealed by the study with regard communication of coaches with parents discuss about the behavior an educational growth but its seldom to pass the difficult happenings rather reporting for concerned body by consistent follow up of officers, committee members and supervisors to solve the problem of training fields and equipment and the punctuality of trainees and coaches in the time of training.

- It can be concluded from the findings the recruitment or selection criteria only based on ages that is not evident and not focuses on the related science of human physiology due to less attention and short coming of trained human personnel. And The manual used for the preparation of youth training is not prepared at the international standard and also it is not broad casting adequately for all center of training areas
- It can be concluded that from the findings the performance of trainees seeing from the result of our country today's participation in international and continental competition the result is limited on the last stage due to the reason of less number of training days and the selection basis concentrated only game performance of a player also The study found out that the cause of not organized and well established communication of the whole stake holders such as coaches, with parents ,supervisors with coaches, sport officers with other concerned bodies many drop out are coming from the trainees and only less number are finished the project training in addition to this Gradual decreasing of the material and equipment supply for trainees from the government bodies and the encouraging salary not given on time and sport wear absence has play worsening role for the above mentioned problem.
- The findings revealed that the training even doesn't have the organized forum of discussion between trainees and other stake holders the more technical way of training given by coaches attaching with academic educational improvement, Common follow up and interaction of each other between trainees and other bodies rather than training fields causes for the pleasant and enjoyableness' of the application during and even after faze out time.
- The data gathered from the previous trainees of the faze out project that some are to days club players revealed that the training given at

that time was though inadequately the most technical part of the training system, and not participating parents and school community by mentoring and evaluation system appointed the need to discuss on forum. more than half of trainees were happy and benefitted from the interaction with coaches and other team mates peer groups rather than the training field environment in tier future social life in addition to this they have got other life skills education with in parents and children relation ship.

- As revealed by the study from the data gathered from the parents of the project trainees feel good their child developmental change specially after the beginning and execution of the program by observing the attitudinal change coming from the activity by follow up and monitoring in a gap of one month and it was expressing in their educational academic quality improvement with employed salaried professional players in national clubs to support their economical life of future livelihood but they are few in number from their initial members.

5.2 Conclusion

In the preceding section the main finding of the study have been summarized in line with its objectives based on the

- The findings disclosed that out of total respondents 60 or 80 percent of them reported
- be concluded from the finding of the study that in most cases out of the total respondents 98 percent of them are male
- Recruitment plan of trainees little or not considering a continuous mechanism and the joint relation ship of beneficiaries' and not considering the behavior of the sport.
- The monitoring and evaluation of project results shows that the inadequacy of performance status of man power on planning and management and was not formal documentation appraisal system.

- It was concluded that from the findings of the respond from the parents of the trainee about quality of training on some cases of their life style in some cases it has great on the future life of them and support to positive parent child relation ship at home but half of them that asked are living separately in various social causes such as divorce or death that is why they have not sufficient knowledge and information about the growth of their children

5.2 Recommendation

Based on the findings the following recommendations are made of the trainees in handball

• It's generally acceptable that the selection criteria based on scientific performance qualification. In order to reduce the problems encountered during recruitment and selection form the demand of the country élite sportsman by the following mechanisms.

- a. Develop clear and transparent criteria and guidelines in which the function and responsibilities of each entity demarcated or revise the existing one of the same case.
- b. Place qualified and experienced officials, coaches, supervisors that can handle the recruitment selection and implementation training process.
- c. Arrange short term and intermediate training programs on recruitment/training and selection for that are found at all levels of the sector offices and center coaches supervisors and technical committee members. In order to equip and empower them with the necessary skills and commitment in the area.

• Before advancing to other phases the target practice and challenges of the handball training and its future perspectives to get chance with the local club opportunity sport officials and responsible bodes needed to be

adequately informed and remarked about the training outcome the mechanism how to practice and tackle challenges.

Facilitate the participation of the society and investors to governmental budget sport enable to the formation of several clubs and school owner teams for the promotion of greater number of trainee graduated from the project training center create a conducive situation for the establishment of projects with other interfere stakeholders such as education bureau by

- Incorporate sport facilities
 - Well adequate for the school environment kind of sport sufficient and convenient
 - Enough training fields for the kind of sport training
 - Organize special training and competitions forums for talented youth and recruit the gifted ones by working in conjunction with clubs and zonal (sub city) sport office
- Prepare a tide mechanism of conducting timely training impact assessments so as to evaluate the achievement of training goals in general the improvement of trainees efficiently in particular in alliance with the responsible coaches supervisors sport officers school heads and other stakeholders.
 - Prepare a clear and easily adaptable rules and regulations based on organization and the existing training principles to the accountability of each responsible bodies.
 - Work in co-operation with educational institution that source of talented gifted students enable to participate in sport competition at national and international level including the higher class by organizing competitive programs.
 - Facilitate the training of qualified sports personnel to abate the lack of skilled man power by organizing the communication with international organization and local NGO's.

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Annex A

A.A.U school of Graduate studies

Faculty of Education

Dept of sport science

- Questionnaire designed to assess the Practice of youth male hand ball project and its impact on today's club participation in the case of Addis Ababa city administration.

I/ To be completed by ministry of youth and sport professionals and officials such as coach's team leaders and so on.

ii/ To be completed by coaches and supervisor about the implementation process

iii/ To be completed by the previous trainee of the faze out projects and today's club players.

Iv/ To be completed by the parents of the trainee's

The purpose of this questionnaire is to assess the practice of Ethiopian hand ball sport project and gather first hand information for research to be used by a post graduate student

Since the research findings will have professional implication and assist the policy makers in the decision making and sport policy formulation process, your co operation in filling the questionnaire has importance, hence, please take some of your time to fill the questionnaire and to be objective and complete in your response.

Note- a/ its not necessary to write your name in the questionnaire

b/ please also be informed that the information you give will be secrete and hence try to express full ideas as much as you can.

Thank you for your co operation

Instruction

- a. Please try to answer every question in accordance to the instruction provided.
- b. For multiple choice question, please answer by putting “ “sign in the box provided.
- c. If you want to change response, because you are not comfortable with, please erase the previous completely.
- d. For questions that require your opinions please give short, precise, and honest answers.

To be completed by ministry of sport officers

Part one Questioner for supervisors and coaches

1. Are sport projects assisted by donors accessible for trainees need of procurements

a/ Yes b/ no c/ some d/ not sure

2/Will the project coaches receive their salary on time ?

a/ Yes b/ no c/ not sure

3/ Handball sport projects have been completed with in the envisaged time frame in your controlling areas

a/ never b/ seldom c/ some times d/ Always

4/ If your answer for the above question were “ never “, What do you think are the possible reasons ?

a/shortage of funds b/Low man power capacity c/ Due to ambitious plan d/ If any other please specify

i -----

ii -----

5/ what were the consecutive measure to be taken if 1990 handball sport projects are not completed with in the envisaged time frame?

- a/ negotiate with donor to extend the time frame
- b/to close the program with the existing achievement and keep the recurring fund for next cooperation
- c/ to see simply what is going on
- d/ No opinion

6/ The responsible body to make decision about the project exercise is

- a/ The beneficiaries
 - b/ education bureau
 - c/ sport commission
 - d/ project committees
- If any other please specify _____

7/ The performance status of 1990 handball project in terms of man power planning and management ,implementing ,monitoring and evaluation in your region is adequate

- a/strongly agree
- b/ agree
- c/ disagree
- d/ strongly disagree

8/ If your answer for question number 7 above “ strongly disagree “ the possible cause for inadequacy you think would be (Its possible to give more than one answer)

- a. shortage of qualified coaches and supervisor
- b. shortage of material resources
- c. The frequent turn over of sport leaders at each administrative echelon
- d. dalliance of the release financial resources
- e. low institutional capacity
- f. communication barriers of stake holders

g. inefficient supervision

h. lack of interest

i. if any other please specify :-

i. _____

ii. _____

iii. _____

9/ was there a continuous mechanism of monitoring and evaluation of 1990 handball projects

If your answer for question number 9 were "no" what would you think are the possible cause?

(Its possible to give more than one answer)

a/It is not incorporated in the system

b/ shortage of qualified experts c/ financial constraints

d/ shortage of vehicles and other means of transport

e/ If any other please specify i ----- ii -----

----- iii -----

10/ Do you think that handball federation have uniformity in their project documentation, appraisal and reporting with clubs and other stake holders about 1990 project

a/ never b/ seldom c/ sometimes d/ Always

11/ Is their a mechanism to involve the local officials, instructors and the beneficiaries such as clubs small school teams in the planning implementation and exercise of the project training

a/ Yes b/ no c/ not sure

12/ If your answer for question number 11 were " no" the possible reason you think could be :- Because not interaction between them b/ because

of poor capacity on the part of beneficiaries and local authorities
c/ because of its existing procedure

d/ If any other please specify

i -----

ii -----

iii -----

13/ In what areas of the fields trainees graduate and would like to join more frequently?

a/ In school activities b/ In professional national club players

c/ In assistance coaching

d/ In referees and court Judges

14/ If your answer for question number 13 " In professional national club players" are effective.

a/ all in all today's clubs are full of the project trainees

b/ some are coming from out of the project

c/ more of the clubs players of today's

d/ a series shortage of the trainees in the club

e/ If any other, please specify

15/ rank order (1-11) the following problem areas of the previous operations of A.A handball youth projects by assigning number "1" for the most serious problem "2" for the next series problem "3" for the third and so on until the eleventh problem.

1. unclear responsibility and accountability between the federation, education bureau and clubs roll to implement feasibility of the project
2. frequent turn over of managers at each administrative echelon
3. Lack of implementation capacity to absorb the project

4. lack of coordination on the part of donors and beneficiaries
5. lack of coordination between coaches ,supervisors, parents and society school community
6. delaines of the release of funds from donor agencies for the committed programs and projects
7. inadequate awareness' of sport policies at regional, zonal , woreda and school level
8. Lack of motivation of coaches and trainee encouragement
9. most of the projects and club foundation are not sustainable
10. most of the committed projects have not been founded on the talented oriented location and according to their time frame
11. most 1990 A.A handball projects are not participatory i.e. they are imposed on the sport bureau from the top

16/what solution do you propose to the five major problems you indicated in the rank order above?

a/ at the national club level -----

b/ at regional federation level -----

c/ at zonal sport office level -----

d/ at woreda sport office level -----

e/ at project center level -----

Thanks ones again for your cooperation!

Annex B

A.A.U school of Graduate studies

Faculty of Education

Dept of sport science

- Structured questions for interview

None of the interviewees office/ organization-----

-----Interviewees position or career

----- A.A

1/what is the role of 1990 A.A handball project in the areas of

- a. project identification
- b. project preparation
- c. project planning
- d. project implementation
- e. monitoring and evaluation
- f. The out come of the trainee and its impact for today's club participation
- g. the project standard and quality

2/please give your comments on the relationship between :-

a/ The A.A city administration education bureau and sport commission

- i/ information exchange
- ii/ reporting mechanism
- iii/ their responsibility and accountability
- iv/Their potential activity on the supporting of project
- v/ Their commensally relation of the project

b/ The project managers (federation) and clubs.

- i/ information exchange

- ii/ mutual interaction supporting each other
 - iii/ Their responsibility and accountability
 - iv/ upgrading and consistency of the trainees
- 3/What do you suggest to increase efficiency in the areas of upgrading to the next stage or club of the trainees.
- 4 In your opinion ,Who should be the responsible body to make a decision of priorities for sport projects aids financed by I.H.F (International hand ball federation) What is the current practice in this area
- 5 what do you think were the major obstacles of 1990 Addis Ababa handball project
- 6 What specific policies and strategies .Do you believe handball federation (project owners) should follow to promote the benefit that accrue from clubs donors and others stake holders . so as to make development efforts sustainable and attract more participants to the sector at the national club level.
- 7 what were the measures taken to up grade ,equip or empower coaches for the success of the training
- 8 how many real player and club participants /outputs/ that you gained at the dusk of the project
- 9 did you think that the project implementation had well equipped and supported logistically and material access by government from the number of the trainee.
- 10 In your opinion what were the main purpose of the project after feasibility in today's club participation.

Questioners for Trainees

1. name of the clubs that you are play
2. name of the town (sub city) where your project center is located -----

3. in which class grade does you learn -----
4. previous 9—12
5. Age ----- height ----- weight -----
6. Today's educational qualification -----
7. 6/ Special position of playing fields in the club -----
 - 6.1 At your current position -----
 - 6.2 At your previous position -----
1. Has adequate training been given in your weighting time to the last 4 training years.
 - a/ yes
 - b/ no
 - c/ not sure
2. If your answer for question number /1/ were "yes" , what are the more areas of your strong training quality . (Its possible to give more than one answer)
 - a. technical more
 - b. tactical more
 - c. psychological
 - d. educational or academics attachment
 - e. more physical capability

f. if any other please specify .-----

3. The participation of the parents and school community to the project were.

a/ high b/ moderate c/ Low

If the school community has a participation in the implementation of handball project. Its contribution was expressed by.

a/ follow up and controlling mechanisms b/ financial contribution

c/ material aids d/ professional service support

e/ both follow up and material support f/ no contribution

4. Does the federation and education bureau organize a forum to discuss on project exercise

a/ never b/ seldom c/ sometimes d/ always

5. are you happy in the process of training program

a/ yes b/ no c/ not sure

If your answer for question number 5 were "yes" what is the more interesting part of your training

a. peer group communication

b. methodology of the coach

c. The encouragement given by parents

6. Do you have any chance of interaction with coach's and teammates rather than training?

a/ yes b/ no

7. How many coach's train the whole your training life
- a/ one b/ two c/ more than two
8. Does your coach qualify in handball game
- a/ Yes b/ no c/ not sure
9. Do you gain other life skills education from your trainers on the passing four years of training
- a/ never b/ seldom c/ sometimes d/ Always
10. If your answer for the above question were always what was the areas of your relation improved.
- a. in school community curriculum and community activity
- b. with in parents and children relation ship
- c. in peer relation ship
- d. in school value and positive relationship
11. Was the training fields were convenient for the type of sport and the need of the trainees.
- A/yes b/ no c/ not sure

Thanks ones again for your cooperation!

APPROVED BY BOARD OF EXAMINERS

_____ Chairperson, department Graduate committee	_____ Signature
_____ Advisor	_____ Signature
_____ External Examiner	_____ Signature
_____ Internal Examiner	_____ Signature

JUNE, 2011
ADDIS ABABA