

**THE STATUS OF ETHIOPIAN YOUTH SPORTS ACADEMY**

**BY**

**YIBELTAL ALEBACHEW**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY SCHOOL  
OF GRADUATE STUDIES IN THE PARTIAL FULFILMENTS FOR  
THE DEGREE OF MASTERS OF SCIENCE IN SPORT SCIENCE**

**MAY2014  
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**May 2014  
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## **Acronyms**

<b>NSPE</b>	<b>National sport policy of Ethiopia</b>
<b>A.A</b>	<b>Addis Ababa</b>
<b>FIFA</b>	<b>Federation of international de football association</b>
<b>ASA</b>	<b>Ajax soccer academy</b>
<b>AAFD</b>	<b>Addis Ababa football federation</b>

## **ABSTRACT**

*The purpose of this study was to identify the status of Ethiopian youth sports academy. The subjects in this study were 57(100%) trainee athletes; 3(100%) coaches of the respective field and 3(100%) administrative heads(academy managers) respectively. As a methods of data gathering tools; questionnaire, interview, observational checklist and document analysis were employed. To analysis the collected data, both qualitative and quantitative methods such as descriptive statements and frequency counts, percentage, means, were on use respectively. The result of the study revealed that In Ethiopian youth sports academy the coaches and players ratio the age of under 15 males and females and under 17 males group has around 19 to 1(19:1).this means 1 coach for 19 players. This is very difficult to give modern way of coaching system. If it has improved by concerned bodies should be highly recommended to balance the number of coaches and players in the academy. According to the players respond and in my observation the quality of the playing field is low, the players and coaches are not satisfied Few respondents are satisfied with the quality of the playing field. If it has improved by concerned bodies should be highly recommended. In addition to these, The result of the study also revealed the coaches chance or opportunity of getting performance enhancing (training) courses from the Football Federation is very low. The concerned bodies should jointly work to provide trainings for coaches and sport experts, and they should support coaches related with how to administer the tasks in organized coaching environment.*

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter includes background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, delimitation and limitation of the study and the definition of key terms. The organization of the study is mentioned in this part.

### **1.1 Background of the Study**

The success of any football team is due, without any doubt, to its sport academy. The sport academy has seen the development of world class player who form part of one of the top teams in the world football. The concept of Academies of Sport was the product of a feasibility study and fact-finding missions undertaken by the former National Sports Council, Department of Sport and Recreation and sports scientists and sports managers to Australia in 1995. Various European, South American and Asian countries opening such academies and training youngsters they are proving efficient.

Youth academies have a mandate to develop the potential of young players for the future. The ultimate aim is to maximize the potential that comes through the academy 'door' (Holt, 2002). Holt (2002) emphasizes that academies recruit players for coaching and (modified) competitive games from 8 years of age. It has been documented that the identification and development of elite-level players demands a multifaceted approach (Maguire & Pearton, 2000; Williams & Reilly, 2000), which ensures that all players with potential have the best possible opportunity of becoming an elite athlete.

Youth academies are used as a source of producing players that have played professionally overseas and represented their country at youth and international level. In relation to this idea, the internet source through the free encyclopedia expresses that, "Sydney United football club, a dominant club in Australian National Football League, the majority of its players had come

through the club's own football academy. Many of these players now play their tread in some of the best football leagues around the world and are still an integral part of the Australian national squad.” ([http:// www. Wikipedia.com](http://www.Wikipedia.com))

Furthermore, in Europe, Barcelona's long tradition of successfully bringing young players from its lower ranks make the team one of the world's successful football team. In line with this idea, the internet sources through the same free encyclopedia states the club as follows:

Barcelona's youth football academies consist of 290 players and 110 employees. Of the current first team squad the majority of players have come up through the junior ranks at the Camp Nou (Barcelona's youth football academy). Barcelona's youth system, it is worth noting, has also produce successful players who are no longer at the club, were brought through and educated at their academy.

All the above information implies that, in order to increase and develop the contribution of youth football academy, the main team should give more emphasis to youth players. This means players should brought through and educated in the academy.

Similarly, as the internet source of the free encyclopedia states, about Liverpool football club youth academy, Scouts attend many local youth matches looking for talented boys. A boy will then be invited to attend training sessions at the Academy. They are taken in as young as the age of eight and the boys start by simply attending after-school training sessions, but as they reach their middle teens, their academic needs will be taken over by the Academy if they are deemed athletically talented enough. As such, the Academy has a lecture theatre and a computer-equipped classroom. ( [http:// www. Wikipedia.com](http://www.Wikipedia.com))

Generally, at the junior level ball skills should be refined. Players should begin to develop an insight to the game and an overall passion to the game. Player development should occur through a systematic approach and the academy should serve every facilities and equipment's for players.

Kenya become owner of eight modern academies that render training, still when we zoom our eyes with in the confine of the continent we get Egypt that has ten sport academies which give training. On the contrary when we come to our country Ethiopia has only one sport academy. The government of Ethiopia taking the situation in to consideration outlaying a huge amount of many has constructed a standard youth sport academy which is the first of its kind in the country. It is believed helpful in developing as many and as efficient players as possible. This academy is a critical component of the Ethiopian football development and also it can create a structured performance pathway for talented footballers and coaches.

Sport academy is very important to give trainings to youngsters at early stage and their by creating a new generation of sports person and also it has well engage in giving scientific researches.

This research is addressing the status of Ethiopian youth sports academy .it is believed that this research will play an important role towards Ethiopian football.

## **1.2 Statement of the Problem**

A football team can be efficient competitive and their by successful in international football competition only when it is possible to produce more and more elite players and efficient professionals .this inevitably requires establishing youth sport academies. As showed in the background section, youth football development program is the most important time in which players acquire different skills and knowledge that facilitates the development of players' performance. As a result, the main clubs status can be raised. When clubs improve their status depending on the supply of their youth football academy this also has a direct impact on the development of national league competitions standard. Clubs that produce quality players who are suitable and fit with the modern football, and competent in international level.

The sport academy is cradle of elite players and successful sport professionals produced by modern and scientific training system. As we know in our country we have only one standardized sport academy.

Youth academies have a mandate to develop the potential of young players for the future. The ultimate aim is to maximize the potential that comes through the academy 'door' (Holt, 2002). Holt (2002) emphasizes that academies recruit players for coaching and (modified) competitive games from 8 years of age. It has been documented that the identification and development of elite-level players demands a multifaceted approach (Maguire & Pearton, 2000; Williams & Reilly, 2000), which ensures that all players with potential have the best possible opportunity of becoming an elite athlete. Football and other sports clubs form an integral component of the community. Successful sport development within the community is dependent upon the role of the local clubs structure. National football federations can successfully implement their talent development programmes (Solomon, 2008) through these outlets, allowing a smooth transition from youth development leagues to a professional system.

So this thesis specifically is trying to identify the status of Ethiopian youth sports academy.

### **1.3 Objectives of the Study**

**General objective:-** the general objective of this study was to identify the status of Ethiopian youth sports academy.

**The Specific objectives of the study were to:-**

- Find out the general mission, vision, and aim of the academy
- Asses on how football players are identified to the academy.
- Suggest basic solutions and recommendations.

#### **1.4 Basic Research Questions**

- Are the facilities and equipments available to conduct or run a training session?
- Is there enough professional football coaches in the academy?
- Is there integration between the academy and the main clubs?
- How football players are identified to the academy?

#### **1.5 Significance of the Study**

As we know sport academy is the backbone to the development of football game. In the world there are a lot of sports academies found especially in European that's why their level of football is developed. When we come to our country we have not enough amount of youth sports academy.

Hence, it is essential to study the status of Ethiopian youth sports academy . in general the findings of this may help to :-give information about the relevance of sport academy, to assess on how football players are nominated to the sport academy ,to give an insight about the contribution of sport academy to the development of Ethiopian football, to initiate concerned and interested researchers in the area to expand findings and to come up with new ideas and suggestions that can be the contribution of sport academy to the development of Ethiopian football in general and finally it may contribute to the main clubs.

#### **1.6 Delimitation of the Study**

The researcher were conducted on the contribution of Ethiopian youth sport academy to the development of football. In Ethiopia there is only one standardized youth sports academy so the researcher is delimited in Ethiopian youth sport academy which is found in Addis Ababa.

#### **1.7 limitation of the Study**

The availability of reliable data for any research is an important input for success and achievement of the final outcome of the research work. Any study undertaken for the first time depends to a large extent on previous knowledge,



the availability of up-to-date and pertinent research materials, journal articles and other essential devices. The availability of information dealing with these things will help to facilitate and strengthen the study under consideration.

It should be noted that it is common to encounter a problem related to data not being easily available and at times even if the data are available they may not be reliable because the instruments used may not themselves be absolutely accurate. In addition, data may not be obtained or properly kept as much as one expects to have them for research purposes. In other words, there usually constraints which may influence in one way or another any undertaking in a research study dealing with prediction.

Inadequacy of available relevant research materials is one of the limitations encountered in this study. In addition, the scarcity of sufficient books and literature in the area of study was the major short coming.

### **1.8 Organization of the Study**

This study is divided in to five chapters. The first chapter deals with introduction, back ground of the study, statement of the problem, objectives, scope of the study, significance of the study and organization of the study.

Chapter two briefly explains the review related literatures. Chapter three explores the research design and methodology section. It also includes a brief description of the study area Addis Ababa. The fourth chapter gives emphasis to data Analysis. The last chapter i.e. chapter five is summary, conclusion & Recommendation.

## 1.9 Definition of Terms

**Academy:** is a place that cradle of elite athletes and successful sport professionals produced by modern and scientific training system.

**Administrative bodies:** - The Ethiopian youth sports academy sport expert & officers.

**Ajax :**Netherland's youth football academy.

**Boca Juniors:** Argentina's youth football academy.

**Coach:** to train intensively by detailed instruction frequency demonstration and repeated practice for football

**Equipment:** materials used to facilitate football training session successful.

**Kwara:** Nigeria youth Football Academy.

**Noucamp:** Barcelona's youth football academy.

**Orlando Santos:** Brazil's youth football academy.

**Performance enhancing:**-is a course that coaches take so that they will be more successful in coaching football.

**Santos:** South Africa youth football academy.

**Trainer:** is some who is good at sport, especially football, and takes part in sports competition.

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

**Youth:** young people who played in under age 20 categories.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITRATURE**

#### **2.1. Concept of Youth Academy**

A youth academy attempts to provide a high number of talented players with an opportunity towards becoming a professional soccer player either for the local league or to be sold onto a European club. Through focusing on the youth players and their development, instead of using recruitment as the main way of strengthening your human capital has a couple of advantages for the local football academies. The development of academy players could thus be considered a viable prospect for the long-term sustainability of a football club and also that of the national team. Utilization of the above model may provide an insight into a number of critical assets, competencies and capabilities that may influence football development.

Sports have never been so heavily packaged, promoted, presented and played as commercial products as they are today (Coakley, 1998). Commercial sports are organized and played for the purpose of generating revenues as entertainment events. As a result of the commercialization of football, more clubs are now being managed according to criteria such as profitability and the maximization of turnover, next to their sporting performance (De Heij et al., 2006), so logically the business of football should evolve to include the integral role of the academy in developing future talent for the professional game. Capital to tap into new markets (De Heij et al., 2006) through identification and talent development remains an integral component for a football club that strives to produce the next generation of football players. Football academies or Centers of Excellence, defined in the broadest terms, are facilities or coaching program designed to produce talent.

A football academy is an investment program within a particular club structure or football league, which develops and nurtures talent with the vision of using these talented players to play in the first team (Kuijer, 2007).Football

academies have long been the feature of the landscape of African football (Darby, Akindes & Kirwin, 2007).

A football academy will sign multiple players at a young age, and groom them for the professional team. Through providing them with the opportunity to develop, nurturing their progression and guiding their talent, the clubs are able to progress the football assets along a predetermined path towards the first team.

Talent identification plays a crucial role in the academy system. However, a FIFA ruling has restricted clubs to recruiting locally based players only unless certain circumstances or opportunities arise, at which point the recruiting football club would be required to pay compensation for the recruitment of the talent outside of the country borders. This compensation is pre-determined by FIFA until players reach the age of 18 (FIFA). Compensation is due for the training and education costs of the player, and is worked out according to the existing club's financial investment in the player.

The Charter led to the establishment of the new Football Academies and the development of some aspects of the pre-existing Centers of Excellence. Since 1997, there has been considerable investment in, and by, football in the building of facilities and human stock in Football Academies and Centers of Excellence. Standards of preparation and support for young players have improved. The divide ends are there to be seen. At senior level, the England World Cup team of 2006 had an average age of 26, almost 3 years younger than their Italian and French counterparts. Some of its members were the products of Football Academies, at least as far as their development in their late teens was concerned.

The England under 21 team that has qualified for the UEFA under 21 Championships have spent almost the entirety of their formative years in the Football Academies. There is a great deal of information on the numbers of young players coming through the system and taking part in the professional game.

The dual system of Football Academies and Centers of Excellence recognizes that some Clubs may wish to invest considerably more heavily than others in staff, facilities and accommodation for young players. I consider that this dual system reflects the realities of the professional football industry in England and the financial circumstances of Clubs and that it should be continued, subject to the specific recommendations I set out below. However, whether Young Player Development in professional football should continue to be operated under the labels “Football Academy” and “Centre of Excellence”, is a matter that the three authorities might wish to consider. Since 1997 the term “Football Academy” has been adopted by a number of commercial and college organizations that offer football coaching to young people.

Youth academies have a mandate to develop the potential of young players for the future. The ultimate aim is to maximize the potential that comes through the academy ‘door’ (Holt, 2002). Holt (2002) emphasizes that academies recruit players for coaching and (modified) competitive games from 8 years of age. It has been documented that the identification and development of elite-level players demands a multifaceted approach (Maguire & Pearton, 2000; Williams & Reilly, 2000), which ensures that all players with potential have the best possible opportunity of becoming an elite athlete. Football and other sports clubs form an integral component of the community.

Successful sport development within the community is dependent upon the role of the local clubs structure. National football federations can successfully implement their talent development programmes (Solomon, 2008) through these outlets, allowing a smooth transition from youth development leagues to a professional system.

Youth development is often regarded as the breeding ground for the next generation of top level athletes (Holt, 2002). Sports development is progressive. This progression needs to be guided and managed to ensure that goals are realistic and achievable, and that progression includes the accomplishment of

skills, discipline and commitment. Management of the vision and goals of the academy would thus ensure that development progresses in such a way that it enables a sporting academy to compete at a higher level and continues the development programme towards a level of excellence.

Strategies within sports development have become necessary to ensure that logical and continuous development occurs. The progression and strategic implementation of the developmental programme is a function of the youth academy management, which provides the overall direction of the development institution (Solomon, 2008). We know that a long term focus is required to become an expert (Bloom, 1985), but what seems less clear is the nature of this focus throughout development. As such, a long-term project requires effective coordination and, once operationalized, these long-term goals must direct and integrate a wide variety of important factors to ensure processes are effective in helping the youngsters achieve their potential (Martindale et al., 2005). A clear system would provide a philosophy that coherently drives the aims and practices of talent identification development, the coaching process, funding, resources, evaluation, coaches' rewards, competition and the club structure (Martindale et al., 2005). The strategic implementation of a programme is a complex process that involves a number of potential resources, systematic planning and implementation, and a long-term vision to achieve a sustained competitive advantage.

An academy produces marketable assets, which are young professionals that improve the professional team and realize income from the transfer fees of those academy-produced players that do not establish themselves within the first team squad (Solomon, 2008). Talent identification and development will thus provide the sporting club with an opportunity to grow, either on the field in terms of competent players, or financially through the sale of marketable assets produced through the clubs academy set-up.

## **2.2 History of Soccer Academy**

Soccer Academy began in 1981 by its founder John Ellis, in Northern Virginia with a vision to provide opportunities for young players to play, learn and enjoy soccer(Bloom, 1985), John was truly a visionary of the time, designing and implementing programs that still develop players and coaches to this day. John has been inducted into the VYSA Hall of fame and recognized by NSCAA with a lifetime achievement award. John now resides in Florida, but still shares his passion for the game with those around him.

Today, Soccer Academy's programs reach out to some 5,000 players each year. From four-year olds just learning the game, to 14-year-olds dreaming of playing for the U.S. National Team, to 18-year olds preparing for a college career, players of all abilities can benefit from a Soccer Academy program. (Holt, 2002).

Many coaches have also benefited from Soccer Academy, countless members of staff have started their coaching careers, in the ranks of Soccer Academy, April Hienrichs & Jill Ellis are currently full time staff with US Soccer in roles influencing the direction of girls youth soccer in this country. Mark Godwin, Dean McAlpin, Rob Olson, Steve Lovgran, David Yates, Barry Hill, Myron King and others are all currently working as Directors of coaching in State Associations or clubs sharing the Soccer Academy philosophy and vision with its members. Many others, Julie Shackford, Ron Raab, Jay Entlich, Darren Ambrose, Katherine Mertz, Sue Vodicka, Linda Hamilton are all currently Head Coaches at various Colleges and Universities throughout the country.

Soccer Academy also has gained a strong reputation as a reputable resource for club and league administration and development. Over the years, Soccer Academy has consulted with dozens of clubs, advising them on how to implement player and coach development programs, how to run tournaments, how manage growth and mergers. As Soccer Academy moves into its 32<sup>nd</sup> continuous year of providing soccer education we still hold onto the belief that "Winning is to Learn" (Kuijer, 2007).

### **2.3 purposes of youth soccer academy**

According to Martindale, R., Collins, D., & Daubney mention some of the purpose of Youth Soccer Academies.

- Provide soccer players, who have aspirations of becoming a more accomplished player, an avenue to test and enhance their skills.
- Provide soccer players an opportunity to train with experienced coaches.
- Provide soccer players an opportunity to investigate the level of play with which they are comfortable, how they fit in with other teams, and for which coaches they would like to play.
- To create an enabling environment for the provision of first class football education and developmental program in first class facilities.
- Produce footballers of exceptional quality.
- Install in our graduates a high sense of discipline, responsibility and commitment.
- Prepare our graduates for life at the very highest level of achievement.
- Impact the lives of every talent that we spot not only in sporting terms but also financial as well as educationally.
- Giving them options in other areas of sports should they wish not to continue the pursuit of a career in football.
- Be the standard measure for football administration in the country.
- Promoting and facilitating the development of football through sustainable infrastructural and training initiatives.
- Engaging in pro-active dialogue with the government to generate a partnership in recognition of football as a national asset.
- Creating a stable, progressive and innovative institution.
- Creating a mutually beneficial relationship with the corporate world.
- Provision of a mechanism for communication and keeping up to date with developments in soccer. To identify & promote each athlete's potential that he might learn & strive for excellence in all areas of life
- To develop self esteem, self motivation & self discipline



- To maintain a pre-agreed, contractual high level of academic performance
- To provide individuals with life skills that they may take up their roles in society as active, healthy & knowledgeable citizens
- To develop athletes' fundamental hockey skills to an elite level so they can succeed anywhere in the world at all levels

## **2.4 Seven Things to Consider when Setting Up a Football Academy**

In the real world, an Academy is an organized college or institution, where special subjects or skills are taught. Obviously, a Football Academy is the place where junior footballers go to learn the right techniques and tactics to prepare them for a professional career in this sport. Most young people enroll into a Football Academy for one basic reason: to learn how to become world-class professional footballers.

However, setting up an Academy gives you an opportunity to do more than just teach football skills. You can also create an organized and safe environment to nurture the social and moral values of the young people in your care. Setting-up a Football Academy is a daunting and challenging task; one that shouldn't be taken lightly and without doing the proper research and preparation. Kormelink, H., & Severeens, T. (1997). You will need a lot of energy, enthusiasm and commitment in order to set-up a well-organized Academy that delivers benefits to every young player who attends. And there are a variety of very important things that you will need to consider – such as Health & Safety issues and your Legal responsibilities – that will have an impact on the success of your Academy. The following steps below will help you get started the right way.

## ***1. Employ the Right People***

Employing the right people is important to the success of any business and is especially true when setting up a Football Academy. You must ensure that you have the right number of people, with the right skills and experience, to deliver effective coaching programs for the young players in your Academy.

Your staffing levels will depend on amount of money you have available to pay for wages and any associated costs. However, it is important that you have a minimum of 3 members of staff to cover the following roles:

- Secretary or Administrator – this is the person who will take care of all the paperwork relating to registrations with the proper authorities and for trainees.
- Accounts Clerk or Treasurer – this is the person who will be responsible for all money issues including recording income and expenses and banking.
- Football Coach and/or Assistant – this is the person who will be responsible for planning,
- Organizing and delivering the football coaching programs for the Academy. As your Academy grows, you can employ more staff to fill new roles.

## ***2. Find the Perfect Playing Pitch***

If you don't have a suitable place to hold football trainings and games, your plans for setting up a Football Academy will be doomed to fail. That's why finding the perfect playing pitch essential. When you're searching for a playing pitch/field that is suitable for football training, keep in mind the safety issues and distance for the trainees. You could either rent from private owners or local government, which is sometimes free.

### **3. *Recruit Talented Players***

Once you've found the perfect pitch, you'll need players to use it. But how do you begin the process of finding the best junior talent? You can start the recruitment process by looking for players locally...remember, there's a lot of talent right there in your neighborhood. If you have money to spend on marketing, consider buying advertising with magazines or journals to target a larger area.

### **4. *Invest in the Proper Equipment***

Your new recruits will never develop the correct skills to become professional players without the right tools. If you want to deliver effective training sessions, you need to have the right equipment such as cones, footballs, bibs, hurdles, step ladders, goal nets, whistles and goal posts. If you're renting a pitch to use for your training sessions, the pitch owners may provide the equipment as part of the rental agreement. However, if you're using your own pitch, it's important that you have your own equipment and keep it in good condition.

### **5. *Register Your Academy***

If you don't stay on the right side of the authorities, your dream of setting up a Football Academy can disappear into thin air before it even gets started. That's why it's important that you register your Academy with the Football Association, so that you can enter your players to participate in any competitions. The benefits of registering are that you'll be meeting your legal obligations and building credibility for your Academy.

### **6. *Generate Local Support***

Why is it important to generate local support? Building relationships with people and organization in your local area is a great way to raise awareness of the work you're doing and attract potential sources of funding, both of which will help your Academy grow.

## **7. Funding**

Finding sources of funding for your Academy must be a priority. As you discovered earlier in this article, there's an enormous amount of work involved in setting up a Football Academy, which also means there are costs. Football Association registration, kits, pitch rental/purchase, insurance, travelling, staff salaries and possible league fees, all need to be paid for.

There are many ways you can generate funding for your Academy such as sponsorships from local businesses, tickets sales, player's registration fees, advertising on academy billboards – to name just a few. Just like any well planned organization, when you're setting up a Football Academy, you should decide on the path you wish to take to help you achieve your vision and goals.

### **2.5 successes within an academy system**

Bohlke and Robinson (2009) outline that successful sport systems have become the focus of much investigation primarily as a consequence of two major sporting events. The first of these is the sporting success achieved by the German Democratic Republic during the 1970s and the 1980s, which showed that an organized approach towards the support of high performance sport could result in the systematic production of international athletes. The second, and perhaps more important event, was the success that the Australian Institute of Sport (AIS) enjoyed in the build up to the 2000 Olympic Games. In 1994, Australia launched the Talent Search Scheme to identify and develop talent within a working time frame for the Sydney Olympics in 2000. The AIS, which opened in 1981, was intimately involved with the talent development process in the country. The development system strived to “enhance the sporting performances of Australia's elite and potential elite athletes and teams” (The Australian Institute of Sport Web site, n.d.). The catalyst for creating the AIS was the country's poor performance at the Montreal Olympic Games in 1976 where one silver medal and four bronze medals were won. The government's mission became putting the brakes on the ailing international sporting reputation of the country and developing elite sport in Australia by

providing facilities and funding to sporting organizations and potential elite athletes.

A small improvement was noticed at the 1984 Los Angeles Olympics, the first following the opening of the AIS, where Australia achieved fourteenth place overall in medal table. At the Athens 2004 Olympics, Australia won 49 medals and came fourth in the medal tally behind the United States, China and the Russian Federation. Current and former AIS scholarship holders made up more than half of the team, winning 32 medals (10 gold, 10 silver and 12 bronze). AIS results at the Commonwealth Games have been equally spectacular. At the 2006 Melbourne Commonwealth Games, AIS athletes won 110 of the 221 medals for Australia, demonstrating the importance of the AIS within Australian sport. (The Australian Institute of Sport Web site, n.d.).

- Outstanding athletic results combined with skilled coaches, world-class facilities and cutting edge sports science and sports medicine services have given the AIS its international reputation as the world's best-model for high performance athlete development.
- The AIS is a system that is recognized the world over for its ability to identify, develop and produce champions (The Australian Institute of Sport Web site, n.d.). The movement towards creating a successful sporting academy set-up was based on studies of sports institutes in Europe and their success in developing elite athletes, in order to adopt a more professional approach to elite sport (The Australian Institute of Sport Website, n.d.). Copying the perceived success of these structures is the basis upon which elite sports systems of a similar design are set up. The systemic models and structures employed can be adapted by sporting academies in their quest for a return on investment in the production of sporting personnel and thus achieve success within a sporting academy. As most contemporary elite sport systems are made up of similar infrastructure and practices, it appears that the actual design of these systems can no longer explain differences in success.

Therefore, it is possible to argue that the management and delivery of an elite sport system is now a more important factor for success than the mere existence of such a system. Thus, if sports wish to improve success, managers of elite sport systems should focus on improving the way the system is delivered in order to enhance the output of successful athletes (Bohlke & Robinson, 2009).

## **2.6 Talent Identification Structures**

These are the processes that allow the systematic identification of individuals with a talent for sport(s), for example the 'scouting' system that is prevalent in baseball and basketball in the USA or in football in England. The scouting system essentially provides a talent identification structure through which scouts source talent from the high school leagues and produce reports and information to college coaches on the availability of the talent. The talent identification structures enable the players to enter a development system that provide a pathway towards achieving recognition and enable progress into the professional ranks. Giving players the opportunity to progress further enhances the potential profitability for the football club through potential transfers for their developed players.

Talent identification and development in Dutch football is often regarded as the modeling structure for European football, with has superior performance in player development, often resulting in the football clubs selling their prized assets to a number of top European teams. This enables the club to generate a substantial financial sum (Kuijer, 2007). Barcelona has, in recent years, formulated an academy system that provides for player identification and development from the Catalan region of Spain. This system provides an opportunity for the youth to develop as players in the professional environment.

Talent identification systems and structures are not only limited to that of players. Coaches, managers and personnel who can aid or benefit the organization should also be considered. The case of Dutch professional football illustrates an interesting point of human capital investment (Kuijer, 2007).

Human resources constitute the main asset of an organization, and recruitment and training determine the strengths and weaknesses of this main asset within the company. Human capital is the most valuable and important resource in the football industry. Big European clubs are willing to pay millions of Euros to attract the most promising talents and the best players (Kuijer, 2007). The performance of companies in other businesses also depends on the human capital in the company although perhaps human capital has slightly more importance within the football industry.

## **2.7 Successful Football Academies in Europe.**

The common task of a football academy is to create an appropriate environment for the development of elite players (Ajax FC, 2010). Academies aspire to develop players for the first team or, at the very least, generate income through the sale of marketable assets (Richardson et al., 2004). Amsterdam Football Club Ajax, also called AFC Ajax or Ajax FC, is internationally known and recognized for training and developing young talent. Ajax invests heavily in the training of youngsters and is very successful in doing so. Many professionals in Dutch and international football have spent their youth development years at Ajax Football Club Youth Academy (Kuijer, 2007).

A successful football academy makes a positive impact on the clubs financial performance and the clubs success on the field (Bilton, 1999). This is achievable through the success of the academy producing marketable assets of young professionals that improve the first team and realize income from the transfer fees of those academy-produced players that do not establish themselves within the first team squad. Maximizing the return on investment through the production of talented youth footballers should be a directive

outlined by a football club. A high quality academy increases the number of own players in the first team which would consequently decrease the costs of recruiting players. The quality of your academy is therefore not only important for the sporting results, but also for the financial results (Kuijer, 2007).

Chelsea, Manchester United and various other top European teams have spent hundreds of millions of pounds on transfer fees for the world's best players in the hope of buying success. But the best teams in the world rely on a set of home-grown players who cost nothing to buy (Draper, 2010). The Barcelona youth academy is outperforming the rest of the world in terms of football development, as they continue to produce players of high calibre, who progress through their junior ranks to perform on the professional stage in Spain and 2 around the world.

Ajax FC has a similar philosophy in developing their own talent with 14 out of the 29 players of their first team in the 2007/2008 season being talents from their own youth academy (Kuijer, 2007). Although various differences in the strategy of football academies undoubtedly exist, it is important to establish a 'winning' strategy for a football academy.

Winning is not a one time or 'now and then' thing. Winning is a habit. To be a winner, a firm has to create, exploit and sustain its competitive advantage, and this has to be done consistently (Ma, 1999). A strategic 'winning' focus which includes the development of coherent working practices throughout the academy (Richardson et al., 2004) should be identified. Identification and implementation of a competitive strategy will allow for success both on and off the football field in the attempt to become a 'winner' in talent development.

In any football academy in which talent identification and development is the focus, you need to have a vision gained from the leadership of the organization with a strong strategy linked to the goals of the football club (van Heerden, 2010). The strategy, for example, of Ajax FC is centered on its youth academy



and it thus plays the most important role in determining the goals and values for the club. The Manchester City Football Academy, according to Jim Cassel, head of football development, has never been thought of as a separate entity.

The development system belongs to the club and to everyone involved within the structures (Slater, 2007), ensuring that the strategy formulated by the club is directed downwards towards the development structures, and so ensuring that the goals of player development, which would enhance the football clubs goals and objectives, are met.

### **2.7.1 La Masia (Spain) Football Academy**

A few miles from the FC Barcelona training ground is a delightful 18th century farmhouse known as La Masia. It was built in 1702 and currently sits rather incongruously among the constant noise and clamor of one of the busier districts of the city, (Draper, 2010). FC Barcelona converted this ornate building into a boarding house in 1979 to accommodate the older boys in the programmed. From the ages of 13 to 14 the boys are able to live in La Masia, thus ensuring that the future of the football club is nurtured.

La Masia crucially allows the club to develop not just their football skills but their lifestyle and attitudes, preaching the virtues of healthy eating and early nights. Housed in bunk bed style dormitories, the boys live, sleep and eat together. They eat communally and do their homework in a spacious library. The importance of finishing their education is constantly impressed on the boys. “We train the youngsters to be good people with a healthy lifestyle and to help them be happy with their way of life,” says Albert Capellas, the club’s senior youth coordinator. “It’s very important for us that they boys have respect for each other”

The youth academy of Barcelona holds more than 300 young players, and has been praised since 2002 as one of the best in the world, being a significant factor in FC Barcelona's European success as well as the Spanish national

team's success at the 2010 FIFA World Cup. In 2010, La Masia achieved a record breaking honour becoming the first youth academy to have trained all three finalists for the Ballon d'Or in one same year, with Andrés Iniesta, Lionel Messi and Xavi Hernández.<sup>[2]</sup>

The original building itself was an ancient country residence (In Catalan: masia) built in 1702, and once Camp Nou was inaugurated in 1957, the building was remodelled and extended for use as the club's social headquarters. With the gradual expansion of the club, the building became too small for headquarters, and on 20 October 1979, La Masia was converted into a dormitory for young players from outside of Barcelona. On June 30, 2011, the Masia building ceased housing the young sportsmen who are trained to become a part of the club's professional teams. In a simple ceremony, the doors were closed and the Ciutat Esportiva Joan Gamper took over the function of the residential center for the youngsters.

One of the first graduates of the academy was the midfielder Guillermo Amor, who debuted in 1988. Amor went on to play 311 La Liga matches for the first team. Two years later, he was followed by goalkeeper Carles Busquets and midfielder Pep Guardiola.<sup>[5]</sup> All three made their first team debut under Cruyff, who was made manager of the first team in 1988. The team played to Cruyff's tiki-taka philosophy, derived from total football, which has often been attributed as a key component in Barcelona's later success and international appeal.<sup>[6][7][8]</sup> Guardiola matured into a total-football midfielder, and became a source of inspiration for later midfielders from La Masia, such as Xavi Hernández, Andrés Iniesta and Cesc Fàbregas.<sup>[9]</sup> Xavi, who was Guardiola's understudy for three years, said in 2010 that he once considered transferring abroad because of the pressure and high expectations placed on him to fill Guardiola's role in the midfield.<sup>[10]</sup>

Guardiola was appointed the new coach of FC Barcelona B in May 2007. At that time, the team was in organizational disarray as it entered the fourth tier of Spanish football. The relegation of the B team was a cause in the disbanding

of FC Barcelona C, which played in that league. In Guardiola's re-organization of the reserve side, he made places available in Barcelona B to players above the age of 21; his aim was to increase competition within the team and help it advance into a more competitive league. He divided the players into two categories: "pearls", which was composed of the young players, and the "backbone", which was mostly composed of those who were more mature. The "backbone players" were between 21 and 26 years old and they stayed in the B team for a maximum of two years before being sold. Guardiola said the two-year duration was to allow for room to constantly develop youth players.<sup>[4]</sup>

In 2011 it was announced that Barcelona would be moving all its football training activities to La Ciutat Esportiva Joan Gamper.<sup>[11]</sup>

La Masia received more publicity after Barcelona B's success with homegrown players; Rory Smith reported in *The Daily Telegraph* that La Masia "has replaced the fabled Ajax Academy as football's foremost production line."<sup>[12]</sup> The recent fame and success of La Masia as a talent school was ascribed by Ian Hawkey of *The Times* to the class of 1987, which featured prominent members as Cesc Fàbregas, Lionel Messi, Gerard Piqué and Pedro Rodríguez.<sup>[13]</sup> In 2000, Louis van Gaal, coach of FC Barcelona's first team, was widely ridiculed by the city sports media for his dream to win the Champions League with 11 home-grown players. The first team won the trophy in 2009 with eight home-grown players.

## **Organization**

La Masia houses about 60 players: 10 in the farmhouse, and the rest in rooms of the adjacent stadium; the rest of the youth players must provide for their own accommodation. The academy is one of the most expensive in Europe, operating at a cost of £5 million a year. The main cost is the dormitory, La Masia itself. The minimum age for the youth program is six years; each year, more than 1,000 boys from the ages of six to eight try out for admittance. The best 200 are selected. The club also actively seeks for prospective students; it

employs a system in which 15 scouts are deployed in Catalonia, 15 in the rest of Spain and 10 scattered throughout the world. To alleviate the expenses of this scouting, the club has an agreement with 15 local clubs for them to train players who are not ready for entry into the youth academy. In return, FC Barcelona gives money, coaching and technical advice to these clubs for their services. While expanding its operations abroad, the club established five schools in Mexico and one in Egypt; successful applicants to these schools become full-time students, receiving academic education and football training.

When Guardiola re-organized the reserve side, he set up a three-staged program to formalize the advancement from Juventeus to Barcelona B and finally to the first team. The first stage of a youth player's career involves a rotation scheme with Barcelona B. The second stage involves making the player aware of his importance to the team, and expects the player to improve cohesion and performance within the reserve side. In the last stage, he is designated a "key" player of the B team and might be called to the first team. One of the players in the third phase is made captain, regardless of the experience of older players.

The teams at Barcelona play from August to May; mild weather at La Masia allows players to train outdoors throughout the year. The youth teams train after school; Barcelona B and C, as professional teams, train in the morning and evening. All of the trainers at FC Barcelona are former professional footballers.

FC Barcelona B, the club's main youth team, and the 12 other youth teams contained 24 coaches and more than 300 players. There are 56 other employees, including doctors, psychologists, nutritionists, cooks and physiologists. In the 2009–10 seasons, the B team qualified for the Segunda División again. Barcelona B play in a 4-3-3 formation, which is the same formation employed by the first team.

## **Philosophy**

Former technical director, Pep Segura, attributes the club's success to its "philosophy of play": "It is about creating one philosophy, one mentality, from the bottom of the club to the top". The philosophy consists of the application of total football mixed with traditional Spanish one-touch play (*tiqui-taka*). The total football approach was derived from the Netherlands football team through Cruyff. The total football approach requires the players to move in a fluid formation, where players can interchange positions quickly. In the youth academy, there is a large focus on technical ability, which is seen as a prerequisite for inter-changes. An often-quoted reason for Barcelona's success is the continuity and commitment with which Barcelona follow the current philosophy of pass and move. Guardiola was the prototype of the pivotal midfielder; current midfielders Xavi and Iniesta are its custodians.

Another aspect of La Masia is its marked Catalan national character—local talent in the service of a club with a strong, defining sense of the cultural make-up of Catalonia. The supporters often prefer locally-developed players to foreign players if the players are equally talented. In this way, the emphasis on homegrown talent concurs with UEFA's attempts to curb the influx of foreign players in clubs. The head of UEFA, Michel Platini said: "Barcelona represent my philosophy, not only for the game, but also for the training of athletes".

### **2.7.2 Ajax (Netherlands) Football Academy**

Yet another Dutch club in the top ten ranking. The Dutch influence in this top ten shows what a good job the Dutch Football Association program is doing to develop their footballers. Despite one or two exceptions, the whole Ajax first team is made up from academy graduates. Legends like Johan Cruyff, Frank De Boer, Marco Van Basten and current assistant manager and former Arsenal star Dennis Bergkamp. Virtually the Netherlands' entire national side players come through the Ajax academy at some stage or another. But Ajax do not only develop Dutch players. One player in high demand is the Danish Viktor Fischer

with an impressive 10 goals this season, as well as Belgian centre back pairing Thomas Vermaelen and Jan Vertonghen.

## 2.8 Structure of Barcelona and Ajax Football Academy

The following table identifies the key resources, competencies and capabilities of a football academy which allows FC Barcelona and Ajax FC to outperform their competitors in football development.

Area	FC Barcelona	Ajax FC
Coaching structure	<p>2 coaches are allocated to each team.</p> <p>2 coordinators are assigned to each team.</p> <p>Cross-over of coaches enables the coaches to learn from each other and gain knowledge about players progressing through the academy</p>	<p>_ 2 coaches are allocated to each team.</p> <p>_ Knowledge sharing is key as the academy teams play the same formations as that of the professional team, meaning that coaches are encouraged to share their knowledge and experience</p>
Qualification of coaches	At least half of the coaches have a UEFA Pro Licence. (This qualification is the same as that required to coach in the professional leagues.)	<p>Coaches are all Koninklijke Nederlandse Voetbalbond (KNVB) qualified. Being KNVB (Dutch football association) accredited means that all the coaches are aware of what standards are expected, whilst the Dutch football association are able to monitor the coaches' progress.</p> <p>_ Minimum level of requirement (preliminary B qualification to coach at youth level</p>

Coach education	Coach education is a continuous process. Knowledge sharing is a key competence.  Round-table discussion with coaches aids knowledge sharing and learning.	Coach education is continuous Process.
Academy squad size	Limited to 23 or 24 players in each age group	Limited to 23 or 24 players in each age group
Coach assessments	Coaches are continuously assessed, which allows for the creation of a learning environment	Coaches are continuously Assessed, which allows for the relation of a learning environment.
Involvement of the national federation	Key involvement of the Spanish Football Association	Youth development is the joint Responsibility of the football association and the football club.
Training sessions	6 training sessions per week (1 game). Session duration of 2 hours	6 training sessions per week (1 or 2 games).

**Table:1 Number of coaches and the amount of players within the academy**

<b>Learning environment</b>	<b>Players</b>	<b>Coaches</b>	<b>Average players coach</b>
FC Barcelona	290	32	9 players per coach
Ajax FC	240	34	7.05 players per coach

## **2.9 Successful Football Academy in Latin-American**

### **2.9.1 Orlando Santos Football Academy (Brazil)**

**Santos FC's Soccer Academy** in Orlando, Florida - USA is an extension of the youth levels of Santos Futebol Club in Brazil and of the only King Pele Soccer Academy in the world, both located in the city of Santos in Sao Paulo - Brazil.

Santos FC is a Brazilian club with great tradition on the world stage, the Brazilian team that won more international titles than its competitors. The art of soccer and weight of the shirt are its primary characteristics. Since 1912 the club has won numerous national and international titles. Considering that soccer is the most widely practiced sport in the world and that the number of practitioners of all ages and genders continues to increase in the world and especially in the United States in America, we the Santos FC Soccer Academy Orlando offer modern and specific methodologies of education and soccer practice for any purpose the students may have; either to learn to play the game, to have fun to or for soccer players who want to compete in their countries' major leagues.

The Santos FC Soccer Academy Orlando offer modern and specific methodologies of education and soccer practice for any purpose the students may have; either to learn to play the game, to have fun to or for soccer players who want to compete in their countries' major leagues. We develop teaching strategies which aim to optimize the collective and individual learning of our students. To that end we will make available collective training necessary to learn the sport and individual practice to accelerate the technical and physical conditioning of the players, to anyone interested.



The know-how acquired over more than 98 years of SFC's history will be used to transfer any knowledge of Brazilian soccer practice to our students.

**Santos FC Soccer Academy Orlando** has Brazilian coaches with extensive soccer experience on and off the field. Our coaches are qualified by SFC in specific training areas covering soccer technique, tactics, physical and psychological elements.

Located in one of the newest community parks of Orlando, the Dr. Phillips Community Park has an excellent infrastructure with 2 natural grass soccer fields, a children's playground, picnic areas, a playground for dogs and full accommodation for family, along with a beautiful view of Big Sand Lake, all you need for your comfort and pleasure. Our soccer academy will provide training for boys and girls from 5 to 18 years old.

We develop classes for the soccer academy (initiation and technical and tactical improvement) and teams (competition) which will contest the Orlando Regional Leagues and the National Leagues. santos fc soccer academy - learn to be different in soccer!

For the academy we will provide 2 classes weekly each of 1 hr 30 minutes. Because of the physical, motor and technical relationships, we divide the athletic life of our students into 4 major stages. It has produced several players for the Brazilian national soccer team and developed some idols who make up the history of world soccer today. In order to transmit the know-how acquired throughout its history, the Santos Soccer Academy in Orlando will provide soccer practice for children and adolescents, boys and girls who want to start their soccer career, whether for competition or recreation. We will develop technical training based on Santos specific methodologies for players of all skill levels and with varying objectives. We provide Brazilian coaches fluent in English and with extensive experience in professional soccer at medium and high levels. We will develop Soccer Camps in Orlando and in Brazil aimed at technical

improvement for the participants, including workshops, cultural tours The qualities of our training and of our professionals are the great differential of **Santos FC's Soccer Academy** in Orlando. Our philosophy is to train future champions on and off the field. We ensure that we will always be committed to customer satisfaction. Our company is proud to provide education and practice of Brazilian soccer to the local community and to the world.

### **2.9.2 Boca Juniors Academy (Argentina Football)**

Club Atlético Boca Juniors;-is an Argentine sports club based in the La Boca neighborhood of Buenos Aires. Although many activities are hosted by the club, Boca Juniors is mostly known for its professional football team, which since it was promoted in 1913, has always played in the Argentine Primera División.

Boca Juniors is one of the most successful football teams in Argentina, and one of the most successful in the world, having won more than 50 official titles to date, including its most recent championship, the 2011 Copa Argentina. Domestic titles won by Boca Juniors include 24 Primera División championships, two Copa Argentina, two Copa de Competencia Jockey Club, 5 Copa Dr. Carlos Ibarguren and one Copa Estímulo (AAF), among other titles. Internationally, the team has won 18 international titles, first in the world for number of international titles won, a World Record shared with A.C. Milan although Boca also won two international titles during the amateur era, the Tie Cup in 1919 and the Copa de Honor Cousenier in 1920, those tournaments created before CONMEBOL was established.

Boca Juniors' international trophy haul includes six Copa Libertadores, 4 Recopa Sudamericana, three Intercontinental Cups, 2 Copa Sudamericana, 1 Copa Oro, 1 Supercopa Sudamericana, 1 Supercopa Masters, one Tie Cup and one Copa de Honor Cousenier. Boca Juniors is also one of only eight teams to have won CONMEBOL's treble (the others being Olimpia, São Paulo, Independiente, Vélez Sársfield, Cruzeiro, Internacional and LDU Quito). Their success usually has Boca ranked among the IFFHS's Club World Ranking Top 25, which they have reached the top position six

times (mostly during the coaching tenure of Carlos Bianchi)

Boca was also named by the IFFHS as the top South American club of the first decade of the 21st century (2001–2010). Boca is currently ranked 6th.

The club was founded on 3 April 1905 by five Italian immigrants. Boca has always had a fierce rivalry with River Plate, also from Buenos Aires. Matches between the two clubs are known as the Superclásico and are one of the most heated rivalries in Argentina and the world as both clubs are the two most popular in the country. Boca's home stadium is Estadio Alberto J. Armando, which is colloquially known as *La Bombonera*. The youth academy has produced many Argentine internationals such as Nicolás Burdisso, Carlos Tevez, Éver Banega, and Fernando Gago, who have played or are playing for top European clubs.

In addition to football, Boca Juniors also has professional basketball and volleyball teams. Other activities hosted by the club are futsal, martial arts (judo, karate, taekwondo), wrestling, artistic and rhythmic gymnastics, aerobic, swimming, and weightlifting.

**Boca Juniors** is best known as the most celebrated soccer team in Argentina, along with rival squad River Plate. With countless national and international trophies, the team has also amassed a global following that eagerly tunes in to watch Boca matches from around the world, most notably “superclassic” Boca, Riverplate derbies. Both teams are based in Buenos Aires, and have developed an intense rivalry that seems to go beyond scoreboard results. Many **Boca Junior fans** share an uncommon pride and loyalty, often admired by observers from other countries. The experience of watching a Boca Junior match in *La Bombonera* (Boca’s home stadium) forces many international spectators to reconsider their notion of sports passion. Many suddenly realize that their home teams not only definitely do not enjoy the most passionate fan support in the world, but that that support actually seems kind of wimpy in comparison. Club Atlético Boca Juniors is the full name of the club, which also includes a number of other types of sports teams such as basketball and a variety of martial arts competitions. The club has been based in the Buenos Aires port

neighborhood of La Boca since 1905, when five young residents of the working class neighborhood founded the club there.

The first president of the club, Esteban Baglietto, was only 17 years old. They named the team after their neighborhood and added the word juniors. English railway workers introduced the game of soccer to Argentina and the use of English words to name teams was common in the country. Shortly after the team's humble beginnings, they would enter Argentina's first division league. Today they enjoy the distinction of having never been demoted to the minors in the team's long history. By 1925, Boca Juniors were playing friendly matches against European teams.

Interestingly the team colors are based on the Swedish flag. Legend has it that club founders left the selection of their team colors to the whims of fate. In 1907, they decided to use the colors of the next ship to roll into port as their team colors. That ship happened to have come from Sweden, so they adopted the blue and gold colors of the Swedish flag.

The team's curious nickname is *la mitad mas uno* alluding to the notion that just over half of all Argentines support the soccer team. Fans affectionately refer to **Boca Junior's stadium**, inaugurated in 1940, as *la bombonera*, or the chocolate box. Boca fans have a variety of nicknames such as *los Xeneizes*, or Genovese, which reminds us of the Italian immigrants that lived in the La Boca neighborhood where the team was founded. Many Argentine soccer fans also make use of plenty of fun spirited, albeit childish name calling. The fans of rival soccer squads and sometimes even Boca fans themselves refer to *Xeneizes* as *bosteros*, which means manure handlers. River Plate fans are disrespectfully referred to as *gallinas*, or chickens.

There is something of a socio-politic element at play within the rivalry with River Plate; River plate fans are historically associated with wealthy supporters. Boca fans on the other hand, with their team based in the port neighborhood of La Boca are associated with lower economic classes. The insulting name "manure handlers" stems from the notion that that these fans work in the lowliest of professions. The name is not necessarily a source of shame for boca fans, as they see their team and

themselves, with their winning record, as working class heroes.

Boca fans are known to tirelessly cheer and chant throughout the duration of matches. Teams playing against Boca in *la bombonera* find play there especially challenging due to the passionate spirit of the twelfth man, a nick name Boca fans proudly call themselves. The nickname suggests that their off field participation collectively affords the 11 footballer squad the advantage of the efforts of an extra player. Emotionally charged fans cry dramatic slogans that express their surprisingly intense loyalty, such as “even death can’t separate us, I will cheer you on from heaven”. It seems that many Xeneizes have taken the slogan quite literally, requesting that upon their death, their ashes be sprinkled over *La Bombonera’s* playing field.

Growing numbers of fans would attend Boca matches accompanied by the remains of loved ones, awaiting the game’s end to scatter the ashes over the pitch, until attempts were made to control the practice. Ironically, an excessive build up of calcium based human ash on the grass began adversely affecting the playing conditions of the **Boca Junior’s players** these extremely loyal fans hoped to continue supporting from beyond the grave. Fortunately for the team and *bosteros* anxious to express their eternal love, the club has recently opened a Boca Juniors cemetery.

From humble beginnings to one of the world’s top soccer teams, **Boca Juniors** has a rich history and a fan base famous for taking sports enjoyment very seriously.

## 2.10 Best Football Academies in Africa

### 2.10.1 Santos Football Academy (South Africa)

Santos Football Club, or simply Santos, is a professional South African football club based in Lansdowne, Cape Town. Established in Heideveld on the Cape Flats in 1982, it currently participates in the Premier Soccer League. The nickname of the ‘people’s team’ reflects the affection their fan base has for the club, and the fan base comes mainly from the Cape Flats area. Achieving success on the football field and providing opportunities for talented youngsters is the primary reason for the football club’s existence. (Engen Santos, The People's PSL Team, 2010)

Santos FC appears to have a holistic focus towards player development and an increasing the talent base (at the grass-roots level). The ultimate aim of the academy is to promote players into the PSL team. By increasing the talent base, the football club has a good number of players who develop through their academy. According to Crowie (2010), Santos FC currently has 23 teams with approximately 400 boys enrolled within their academy, making it one of the largest football academies in South Africa. The academy averages 17.3 players per coach at the development centre. In addition to the academy, Santos has 71 invested in a social outreach programme within the local community, aimed at expanding the football brand into the community, whilst also expanding the talent baseline.

**Table 2: Outline of the youth structure in South Africa**

<b>Age groups</b>	<b>Santos FC</b>	<b>Bidvest Wits</b>	<b>Moroka Swallows</b>	<b>SuperSport United</b>
Under 10	✓		✓	
Under 11	✓		✓	
Under 13	✓	✓	✓	✓
Under 15	✓	✓	✓	✓
Under 17	✓	✓	✓	✓
Development Reserve Team	✓	✓	✓	✓

**Table 3: Facilities in the South African academies**

Facilities Santos FC Bidvest Wits Moroka Swallows Super Sport United

<b>Facilities</b>	<b>Santos FC</b>	<b>Bidvest Wits</b>	<b>Moroka Swallows</b>	<b>Super Sport United</b>
Training pitches	✓	✓	✓	✓
Playing grounds	✓	✓	✓	✓
Change rooms	✓	✓	✓	✓
Gymnasium	✓	✓	✓	✓
Parking	✓	✓	✓	✓
Cafeteria	✓	✓		✓

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>•Large base (23 teams in their development section)</li> <li>•+- 400 boys in the academy set up (human capital)</li> <li>•Live in academy for selected players only (professional environment)</li> <li>•holistic development focus for youth (structure)</li> </ul>	<p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>.No competitive local league</li> <li>•Only one coach per development team (Resources)</li> <li>•Limited on-field training time (Technical development)</li> <li>•No dedicated sports scientist (Resources)</li> <li>•Development academy structure only starts at the under -11 level</li> <li>•Limited exposure of coaches to the professional team (Knowledge)</li> <li>•Qualification of the coaches not all at SAFA qualification levels (Knowledge)</li> </ul> <p>No assessment of coaches(Knowledge) knesses</p>
<p><b>Santos FC Academy</b></p>	
<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>•Increased funding from SAFA</li> <li>•Increased opportunity for corporations to get involved with football development academy structure only starts at the under -11 level</li> <li>•Limited exposure of coaches to the professional team (Knowledge)</li> <li>•Qualification of the coaches not all at SAFAq</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>•Stronger development structures attracting talent</li> <li>•Succession planning, because opportunity to graduate to the professional team may be limited</li> <li>•Larger teams with 'financial muscle' who are able to attract the players because of their PSL status</li> </ul>

**Table 3:** Analysis of santos football academy

**2.10.2 Kwara Football Academy (Nigeria)**



Kwara Football Academy (KFA), an initiative of the Kwara State Governor, Dr. Bukola Saraki was opened by the President of the Confederation of African Football (CAF) Issa Hayatou in 2005. The Academy's focus is on skill development. It is open to all regardless of place of origin. The Academy currently has seven coaches who are all former international football players with coaching certificates.

The Kwara Football Association was a private initiative that was brought to life with the support of the state government. It was established as a center for youth development, using football as the medium of empowerment. The Academy provides a conducive and unique surrounding to keep youths away from drugs, violence and other unhealthy activities. With 81 students currently, KFA is aimed at training footballers between the ages of 13 and 21 years to compete favourably with their counterparts at international levels. It is also focused on developing the skills of the footballers such that after graduation, they can pursue careers as professional footballers with international football clubs. Kwara Football Academy is the first of its kind in Nigeria: it provides opportunities for potential footballers to receive a first class education whilst honing their football skills.<sup>[3]</sup> The football academy sets the stage for Kwara State to become the ultimate center for the future development of football in Nigeria.

## **Overview**

KFA offers talented youths the opportunity to acquire a formal education for free while training as professional footballers. The Academy offers a full on campus boarding experience to ensure student concentration and full engagement while in school. The curriculum is modelled after the Nigerian educational system and some aspects of the British curriculum, allowing the students to be able to write exams such as the West African School Certificate Examinations, (WASC), National Examination Certificate (NECO), International General Certificate of Secondary Education (IGCSE), Test of English as a Foreign Language (TOEFL) and the International Baccalaureate (IB).<sup>[4]</sup> As part of the academic training, students are exposed to languages, including English and other Modern European Languages,

General and Applied Mathematics, Humanities and Social Sciences, Creative, Technical and Vocational studies and Natural Sciences as areas of study. The students are grouped into three categories; The junior cadre comprise student between ages 13–14, the intermediate cadre comprise students between ages 15–16 while the elite cadre comprise student between ages 17–19.

While the Junior and Intermediate group combine academics with football, the elite group combines football with management courses.

### **The Facility**

The academy is situated on about 35 hectares of land within the Kwara State Stadium Complex in Ilorin. The existing facilities have the capacity to accommodate 200 students. Some of the existing structures include: four standard football pitches well grassed with submersible sprinklers, one tennis court, one basketball court, one gymnasium, three blocks of students hostels (27 rooms each) and a medical center.<sup>[5]</sup>

### **Achievements**

Players of KFA have participated in try-outs with several international clubs. In 2009, two of the players were invited for trials with Chelsea Football Club England and two also for trials at Portsmouth Football Club in England. Some products of the Academy are currently playing in different clubs within and outside Nigeria. Some of these include Ahmed Abdul-Taofik who is playing for FK Ventspils of Latvia Premier league, four players at the Kwara United and four players for Bukola Babes Football Club. In 2009, three of the students from KFA were in the Nigerian U-17 team, which won silver at that year's U-17 World Cup.

## **2.11 Ethiopian Youth Sports Academy**

### **2.11.1 Background of the Academy**

A country can be efficient competitive and there by successful in international sport competitions only when it is possible to produce more and more elite athletes and efficient sport professionals .this enviably establishing sport academy .the establishment of Ethiopian youth sports academy is the result of this national demand.

The government of Ethiopia has constructed a standard Youths Sport Academy which is the first -of -its- kind in the country. It is believed helpful in developing as many and as efficient athletes as possible .The foundation of the academy whose construction started six years back had lied on 24.5 hectares of land in Addis Ababa

The academy houses offices, library laboratories, dorms for students and teachers, standard swimming pools, five floors for feats of sport, clinics and gymnasiums. It has a capacity of admitting 320 trainees a year to give trainings in 9 sport disciplines namely football, athletics, boxing, swimming, World taekwondo, volleyball, cycling, table tennis and basketball.

This academy was inaugurated by Prime Minister Haile- Mariam Desalign on May 28, a day that marks a bright spot in the country's history. The academy does not only contribute to the growth of sport in the country but also helps in diversifying the disciplines Ethiopia snatches medals from international competitions. That is what Prime Minister Haile-Mariam Desalegine stressed.

Accordingly, Ethiopian youth sports academy which is the first of ,which is the first of its kind in the country ,is an indication among others, to show that the Ethiopian government has given due attention to the development of the national sport in which the mass participate and thereby be beneficiaries. The academy is cradle of elite athletes and successful sport professionals produced by modern and scientific training system.

The academy, which is a state financed, is established in Addis Ababa, bole sub city on a 245.5 M of land and inaugurated in may 2005.

The academy, along with other higher education institutions, is responsible to fulfill professional human resource demands by giving short term trainings to sport professional (especially coaches)who are qualified in levels 1-4of coaching.

### **2.11.2 Objectives of the Academy**

The academy shall have the following objectives.

- 1.** Produce physically and mentally competent and ethically sound young elites for national and international competitions.
- 2.** Render capacity building training for professionals in different sport fields.
- 3.** Conduct research on various sports which contribute to the quality of different sport disciplines and disseminate the important result.
- 4.** Serve as a center of sport knowledge on different sport disciplines for the national level

### **MISSION**

“ producing victorious athletes and capable professionals through the provision of research based training to youngsters possessing exceptional talent and sport professionals so as to enabled them become competent and effective in both national and international contests.

### **VISSION**

“To envisage the academy by 2013as standardized center of excellence of all time

Blue-ribbon athletes and successful professionals in various sports in a long standing pipe line”

## **VALUES**

- . Excel
- . Group work
- . Quality
- . Determination
- . Transparency and accountability.
- . Effectiveness

### **2.12 Coach Education System**

Many organizations recognize that a large part of their true value depends on intangible assets – a skilled workforce, patents and know-how, strong customer relationships, brand and unique organizational designs and processes (Nisar, 2006). Essentially the intangible assets refer to the ‘software’ of the organization. These ‘soft’ assets give modern organizations their hard competitive edge (Ulrich & Smallwood, 2004). As Ulrich and Smallwood (2004) argue, the organizational capabilities – the collective skills, abilities and expertise of an organization – are the outcome of investments in staffing, training, compensation, communication and other human resource areas. They represent the ways that people and resources are brought together to accomplish work.

In many companies, the most significant long-term investment is the intangible asset in training (Nisar, 2006). Providing a path for an education system for coaches enables these individuals to be at the forefront of coaching development systems and structures, which affords players the opportunity to develop and ‘learn’ best practices within the football industry. Effective training can raise performance, improve morale, and increase an organization’s potential. A well designed training program flows from the company’s strategic goals. These goals must be realistic and clearly stated to be successful.

Football development extends to sports administrators, officials and coaches. While their primary roles may be to administrate, officiate or coach, the importance of their personal development as well as the continued synchronization of their sporting code with global developments should be clearly understood. According to Noakes (2006), South African local 'coaches' remain ignorant of the modern realities of what it takes to be one of the best coaches. He comments that the same applies to administrators in that they are not exposed to the workings of international organizations, and this puts into question whether or not there can be a sound foundation for future success. It may not be the direct exposure to the workings, but rather the successful principles and models that have successfully been developed and implemented which provides our overseas counterparts with a leading edge in terms of talent and skills development.

### **2.13 Athlete Lifestyle Support**

Athlete lifestyle support includes services that support the non-sporting life of an athlete. these include access to funding, education opportunities and career planning. The Barcelona academy is a 'factory' for world-class footballers and it is currently at the peak of its performance. The academy aims to shape the boy's values as well as their footballing skills, and has a holistic approach reminiscent of the Jesuit Maxim: "Give me the boy and I will give you the man" (Draper, 2010). A few miles from the FC Barcelona training ground is a delightful 18th century farm house known as La Masia. It was built in 1702 and currently sits rather incongruously among the constant noise and clamour of one of the busier districts of the city, (Draper, 2010). FC Barcelona converted this ornate building into a boarding house in 1979 to accommodate the older boys in the programme. From the ages of 13 to 14 the boys are able to live in La Masia, thus ensuring that the future of the football club is nurtured. La Masia crucially allows the club to develop not just their football skills but their lifestyle and attitudes, preaching the virtues of healthy eating and early nights. Housed in bunk bed style dormitories, the boys live, sleep and eat together. They eat communally and do their homework in a spacious library. The importance of finishing their education is constantly impressed on the boys. "We train the youngsters to be

good people with a healthy lifestyle and to help them be happy with their way of life,” says Albert Capellas, the club’s senior youth coordinator. “It’s very important for us that they boys have respect for each other”(Draper, 2010).

According to Kuijer (2007), Ajax FC has made heavy investments in the creation of a perfect training environment. The youth academy is located at specially designed sport accommodation, thoughtfully called ‘De Toekomst’, or ‘The Future’. This is accommodate with all the necessary comfort and facilities needed to create a perfect environment for the youngsters to learn. For the season 2005/2006, the costs of the youth academy were astonishing €2.8 million (Kuijer, 2007).Ajax FC maintains that these investments in high-quality accommodation and skillful personnel are necessary, as the quality of the academy determines the number of players that will make it to the professional level (Kuijer, 2007).

#### **2.14 Sustainable Competitive Advantage within an Academy**

In trying to unpack a sustainable competitive advantage, it appears that ‘distinctive competencies’ give a firm an edge over its rivals. Sustainable is not measured in terms of calendar time and does not mean that the advantage will last forever. Sustainable suggests that the advantage lasts long enough that competitors stop trying to duplicate the strategy that creates the advantage. According to Szymanski (2003), players and coaches can be seen as the core competencies of a football club. Through the identification and development of talent, the football club is provided with a means of actively changing the existing core competencies of the club, which become important strategic actions. The better the player or coach becomes, the more valuable they become to the football club, not just in terms of on-field performance, butalso in ‘off field’ financial value.

Soccer in South Africa continues to suffer the status of the ‘underprivileged’ sport battling to make-do with scare resources (Dumitru, 2006). Resources are the base elements utilized to produce products or services efficiently. Resources come from within society. In other words, they come from society and are utilized to meet society’s particular needs. According to Smitand Cronje (2002), resources can be human (people), capital (money), physical (rawmaterials) and informational

(knowledge). Bateman and Snell (2004) also list non-financial resources that are 'other' people, for example networks of people, top management teams, advisory boards and partners. Resources are rarely available in abundance and so it is necessary to carefully select and combine them in the correct quantities to achieve organizational goals.

Furthermore, Dumitru (2006) outlined that the reluctance to embrace and devote resources such as capital and training has stunted the growth of South Africa soccer. Bafana Bafana coach, Pitso Mosimane, could not have summed it up better: "Football development is not only about facilities, but also about the coaches. We need to respect the youth coaches and pay them good salaries" (Mokoena, 2010). The resources of a football club and/or an academy provide the vision and direction of the academy and ultimately the football club. Through effective management of the resources held within the academy, the resources could provide the football club with a distinctive competitive advantage over industry rivals. Resources within the football industry could be broken up into the following two categories, tangible and intangible resources:

**Tangible resources:**

- \_ intellectual property
- \_ exclusive licence agreements
- \_ statutory monopolies.

**Intangible resources:**

- \_ strong brand
- \_ leadership
- \_ tacit knowledge and skills
- \_ teamwork
- \_ organisational culture
- \_ business processes
- \_ partnerships.



Management is the process of working with people and resources to accomplish organizational goals (Bateman & Snell, 2004). It is a planned process with a clearly define division, goals and objectives. To achieve the outlined strategy, the outlined vision of the academy for a certain period of time needs to be formulated. The football academy needs to ensure that it challenges itself internally to ensure that it is always on the cutting edge of elite football development. To achieve its vision, an academy always needs to: a) show innovation, b) challenge the status quo,c) have strategic direction outlined by the leadership of the club (Bohlke, 2006). Managing this change and upholding the vision requires total commitment from all concerned within the organization. Management is the systematic process of selecting, allocating and deploying resources. Managing through leadership entails efficiently and effectively conducting business, and relies on the fundamental principles of planning, organizing, leading and controlling (Lado e al.,1992).Within any organization, leadership must have confidence in the organization and the resources in order for it to progress with a dynamic and ever-changing environment. Particular academies identified earlier are not specific to a particular country and, given their diversity, it is difficult to generalize about the impact of the football academy on African football. The impact of strategic initiatives on the performance of organizations is little explored in literature. With reference to performance measurement in football it should be noted that only within the last decade have clubs started to focus on other objectives than their league position at the end of the season, and have subsequently had to consider alternative strategies (Chadwick & Clowes, 1998).

### **2.15 Facilities and Equipments of Football Training**

Different pieces of equipments are needed during football training. In line with this idea, Dewitt J. (2001:55) states that, “You may find it convenient to own your own equipments. Regardless of your situation, basic sources equipment will make teaching and coaching easier.” Therefore, to make the training session effective through the application of different technical-tactical skills it is mandatory to consider the basic training equipments. As a result, the following lists of materials are

the most important parts for successful training.

### **Field of play**

According to Frank F. Diclemente (1995:8) the football/soccer playing field can be made from rectangular area of maximum width 75 yards and minimum width 65 yards; the maximum length 120 yards and the minimum length 110 yards. In other words the Foundation Soccer Coaching Manual (2008:192) describes that; the field of play must be rectangular, its length cannot be more than 130 yards nor less than 100 yards. Its width cannot be more than 100 yards nor less than 50 yards. One goal must be anchored at each end of the field. The field with a goal area, penalty area, penalty spot, penalty arc, corner areas, goal lines, touch lines (sidelines), halfway line and center circle. Flags must be placed in each corner of the field, with optional flags just outside the touch line on either side of the halfway line.

### **Soccer Ball**

The Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be gaged in play at the same time. Learning and mastering football/soccer techniques requires repetition, which requires touching the ball. However, players have practice only for limited time each week; they need to maximize the amount of ball touches per practice. When each player has his/her own ball, more players can be working on individual skills at any given time.

### **Cones or Field Markers**

After soccer balls, the most vital pieces of practice equipment to own are cones or field markers. According to Dewitt J. (2001:56) a team should have at least 24 cones in their equipment bag. Cones are available in many styles and colors. They might lie flat on the ground or stand up. A coach can store more flat cones in a space than he/she can store stand-up cones, and flat cones do not get knocked down. Cones are used to define the playing areas, known as "grids." Unless a team is lucky enough to have its own practice field, it will probably have to share space on a soccer field with

one or more teams. Or a coach might train in an open field or park. In either case, a coach needs to use his/her own cones to define his/her team's area. The cones also mark boundaries and serve as goals when playing small-sided games. The boundaries not only are references for the players, but also keep others from interfering with the teams practice.

### **Air Pump**

Keep an air pump with the extra balls or in the medical kit. A coach need to make sure thathe/she have the needles required for inflating the balls. A simple check prior to the beginning of practice to see who needs to have their balls pumped can eliminate headaches on the field. A coach can also make it the players' responsibility to make sure that their balls are inflated correctly.

### **Practice bibs**

When running a practice session, a coach will often need to break his/her team into small groups or into separate teams for scrimmaging. The players should wear different colored shirts to eliminate confusion. A team should have at least as many practice bibs as it have players on the team, in two separate colors. For example, when coaching a team of sixteen players, you should have sixteen bibs, eight of one color and eight of another.

### **Football Shoe**

As Adrian Lees (1996:141) explains that a typical football shoe is one which is made from leather and cut below the ankles and with a hard outsole to which studs are attached. Moreover, Dewitt J. (2001:5) explains three basic styles of football/soccer shoes. These are discussed as follows:

- Flat-soled shoes with no cleats or studs: are suitable on artificial turf and in locations the ground is hard.
- Molded cleats: are probably the most common shoes used in football/soccer and they are appropriate outdoors on grassy fields. The cleats are not removable.
- Screw-ins: are cleated shoes with removable and replaceable cleats. This shoe is appropriate for older players on very soft or wet fields.

## **Shin Guards**

The shin guard is used to protect the lower leg from impact injuries. These injuries can range from severe to the minor bruises and scratches. The shin guard offers protection from some of these injuries. In relation to this idea, Lees A. (1996:147) describes that the shin guard can reduce the effect of bruising, glancing blows and scraping by the ground or an opponent's studs. It is unlikely to be effective against high energy direct blows which may lead to fracture.

Nevertheless the shin guard provides an important protective function and its design and materials used in construction make it an important piece of equipment for the players.

## **Shirts and Shorts**

Players need to have uniforms (shirts and shorts) to play football game or during training session. Furthermore, the Official U.S. Youth Soccer/football Coaching Manual (2002:22) suggests that uniforms (shirts and shorts) should be made in the way they are suitable or helpful to protect from direct sun or in cold situations.

## **Notebook**

A coach need to get a notebook or three-ring binder to keep pertinent information together. If a coach has injury waiver forms for each player, place them in the notebook so he/she has easy access to them in case of injury. He/she need to keep the practice plans and notes in the notebook, and use the binder to stay organized.

## **Net for a Soccer Goal**

If a team practice on a field with a permanent goal, it can use the net during shooting practices. The net can help the players as a reference point while shooting and hitting, the back of the net can help increase the players' confidence and satisfaction. Because many of the activities that the team runs will involve shooting on a goal, the net can also help keep players from having to chase their balls after they shoot.

## **Portable Goals**

Although not necessary, portable goals, which can be easily transported to and from practice, can be very helpful. Many styles of portable goals are available. They can be full-sized or very small.

## **Whistle**

Whistles are great tools for signaling the start and stop of activities. They are listed as supplemental equipment, however, because it is not necessary that coaches use a whistle. Actually, using coach's voice may be better training for the players. When coaching during a game, many of the tips will be given during the flow of play. Therefore, the players will have to become proficient at processing information while playing the game. In addition, there are usually many other voices on the field at the same time. Coaches want their team to recognize and hear their voice over and above anyone else's. When they use their voice instead of a whistle during practice, they are training the players to respond to them.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This section of the thesis deals with the research design, data sources, sample and sampling Techniques. It also presents the instrument of data collection and methods of data analysis

#### **3.1 Research Design**

Research design refers to the plan of action that links the philosophical assumptions to specific methods (Kumar, 1999). Thus, a descriptive survey method which is strongly believed to be the most appropriate for addressing the intended purpose of this study “The status of Ethiopian youth sports academy’ was employed.

Descriptive studies are aimed at finding out “what is” so, survey method is frequently used to collect descriptive data (Borg & Gall). As Seyoum and Ayalew (1989:16) stated the descriptive method is concerned with depicting the existing situations. A descriptive survey attempts to picture or document current conditions that is to describe what exists at the moment.

#### **3.2 Source of Data: Primary and Secondary Sources**

The collection of information was carried out through primary and secondary sources. In the secondary data, related books, journals and booklets that show the contribution of youth sports academy to the development of football. Were reviewed in the literature part to support the finding of the study. In addition, available reports and documents regarding the issues were reviewed.

Primary data were collected from the two groups of respondents (trainees and coaches) using questionnaires, and also gathered information from coaches and sport experts using interview guides. Moreover, additional related data was gathered

through observation of practical training settings.

### **3.3. Sample Population and Sampling Technique**

According to kumal (1996;148) sampling is the process of selecting a few(sample) from a bigger group the sampling population to become the basis for estimating or predicting a fact , situation or overcome regarding the bigger group . A sample is a sub group of the population you are interested in on the basis of this definition, to conduct the research; the researcher were use two sampling techniques. These are purposive and simple random sampling (SRS) techniques. From a total of 57 questionnaires distributed to players, 57 and for 3 distributed to coaches all 3 were properly filled and returned. Accordingly, 57 trainee players and 3 coaches were participated in filling the questionnaires. Beside this, 3 administrative heads have taken parts in the interview. The study was design to address Ethiopia youth sport academy coaches, players, sports person that have relevant connection with the variable mentioned to be studied.

### **3.4 Tools of Data Collection**

The primary data sources are questionnaire, interview and observation using check list. These primary data are strengthened through interview and questionnaires. Secondary data also used to strengthen the primary source during the data analysis procedure. This was including different literatures and written documents such as annual abstracts and reports on sport academy.

#### **3.4.1 Questionnaires**

According to kumar (1996:110) questionnaire is a written list of questions, the answers to which are recorded by respondents. The aim of this research is to identify the status of Ethiopian youth sports academy .

Questionnaires with open-ended and close-ended items were developed and dispatched to the target group; namely youth sport academy football players, and coaches. Out of the total questionnaires distributed to the target population, 57(100%) from players and 3 (100%) from coaches were returned. then the analysis was made using the responses of 57 players and 3 coaches.

These questionnaires consisted of items such as personal profile ,professional questions, Availability of facilities and equipment, number of competitions available, methods of selection Talented players, overall activities of the youth sports academy and interrelations among the stakeholders (football federation).

In fact, this was attempted in order to make more the questions brief, attractive to look at, easy to be understood and reasonably to be completed quickly. Above all, bearing in mind the assumption that how I could easily analyses the questionnaire. To satisfy the need for confidentiality, respondents were not asked to put their names on the questionnaires. Instead, they were kindly requested to indicate their sex, age, qualification and experience as far as the back ground characteristics are concerned. Two sets of questionnaires were developed in English and one was translated in to Amharic language to obtain information from trainee athletes' and coaches' .In order to elicit the necessary data, both questionnaires were constructed based on the reviewed of related literatures.

### **3.4.2 Interview**

Interviews are a type of survey where questions are delivered in a face-to-face encounter by interviewer. The interview is like a conversation and has the purpose of obtaining information relevant to a particular research topic (Kumar, 1999).

Accordingly, structured interview was designed to supplement and enrich the information that was drawn by the questionnaire.

Unstructured interviews demand deep knowledge and greater skill on the part of the interviewer, ...happens to be the central techniques of collecting information in case of exploratory or formulate studies, but in case of descriptive studies we quite often use the technique of structured interview because of its being more economical, providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer.

Thus, three Administrators who are senior official expert of the academy participated in the interview .Assuming that more information and that too in



great depth could be obtained from these interviewees. Pertaining to the interview, every effort was made to create friendly atmosphere of trust and confidence in order the respondents would feel at ease while talking to and discussing with the interviewer. Hence, the interview was followed by probing a set of predetermined questions and taking note, comments which were given by each interviewee after questions, jot down on the note book until the last question comes to an end. Soon after the interview was over, again the whole idea was restated in order to incorporate if there is any missed point. Beside this, Interview was held in Amharic language for ease of communication and clarity of ideas. Finally, the whole idea of the interview was summarized and analyzed from what has been written on the note book during and after the discussion.

### **3.4.2 Observation**

Observation is one way of collecting primary data. Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomena as it takes place (kumar, 1996:105). It is also accurate watching and noting phenomena. The Observation focuses on the facilities and equipments which is important to develop the performance of football players.

To observe the status of Ethiopia youth sports academy, the researcher was prepared observation checklists that lead the researcher to collect enough information about the Ethiopian youth sport academy.

### **3.5 Procedure of Data Collection**

For those respondents who have been selected, the final copies of the questionnaires were distributed in face-to-face situation by the researcher. This was done intentionally, if there was a need for additional explanation on how to respond and to get back as many questionnaires as possible. Regarding observational checklists, it was filled during the period in which the researcher was in the academy for the second time to collect the questionnaires. In

addition to observational checklists, documents were consulted by the researcher to triangulate the result of questionnaires.

### **3.6. Method of Data Analysis**

As far as data analysis is concerned, both qualitative and quantitative approaches were employed. Qualitative methods were used to provide detailed descriptions of data to help the researcher explore and discover inherent patterns. A quantitative approach was meant for quantifying data in terms of percentages. The results of data collected through questionnaire, interview and observation were interpreted using percentage, count and descriptive statements.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with analysis and interpretation of the data collected through questionnaire, observation and interview. The data are presented in tables, analyzed using percentage and textual description. To supplement and enrich the information, drawn using questionnaire, the data from closed ended questionnaires, open-ended questionnaires, interviews and observation checklists were used.

#### **4.1 Background Information**

Coaches were asked to indicate their background information through questionnaire. Responses on their sex, age, years of experience in coaching, their current level of coaching license, educational level or qualification and availability of performance enhancing courses are summarized in table 4.1.

**Table 4.1: Background Information of the Coaches.**

No.	Item	Alternatives	Coaches	
			Number of Respondents	%
1	Sex	1. Female		
		2. Male		3(100%)
2	Age	1. 30-40		3(100%)
		2. 41-50		
		3. 51-60		
3	How many years of experience do you have in coaching?	1. Less than one year		
		2. 1-4 years		
		3. 5-10 years		2(66.7%)
		4. Above 10 years		1(33.3%)
4	What is your current level of coaching license?	1. First level		
		2. second level		
		3. A license		
		4. B license		2(66.7%)
		5. C license		1(33.3%)
5	What is your educational level and qualification?	1. Grade 10 complete		
		2. Grade 12 complete		
		3. Certificate level		
		4. Diploma level		
		5. Degree		
		6. Masters		3(100%)
6	Did you have a chance of getting performance enhancing courses?	1. Yes		3(100%)
		2. No		

**Table 4.1** presents that, 3(100%) of the coaches are male. This shows that football/soccer Coaching of Ethiopian youth sports academy is dominated by male coaches. Concerning the age of coaches, table 4.1 reveals that 3(100%) of the coaches are found between the age of 30-40 .From this, one can conclude that all coaches are found in the adult age. With regard to their experience in coaching as a main coach, 2(66.6%) have an experience of range between 5-10 year, and 1(33.3%) of the coach have an experience of more than 10 year.

According to their coaching license 2(66.3%) have B license and 1(33.3%) have C license. Pertaining the educational qualification, table 4.1 depicts, and sports, and 3(100%) of coaches have masters in Football coaching. However, as shown on the above table their chance or opportunity of getting performance enhancing courses from the Football Federation is very low.

**Table 4.2 coaches training days per week**

ITEM	RESPONSE POINTS		%
How many days you have a training per week?	3 times		
	4 times		
	5 times		
	6 times		3(100%)

With regard to the training days, all of them answered that they exercise 6 days a week. And 100% of the coaches claim that they do training 2 hours a day.

**Table 4.3 Coaches relationship with managers and players.**

No.	ITEM	V. Good	Good	Satisfactory	Not good
1	How is your relationship with the sport academy managers?	3(100%)	0	0	0
2	How is your relationship with your players?	2(66.7%)	1(33.3%)	0	0

3(100%) of the respondents have replied in their questioner that they have a very good relationship with the academy managers. With regard to their relationship with their players more than half of them I.e.(66.7%) said that they have good relationship with their players while the 33.3%of the coach said good. None of them forwarded a negative comment against their players. All of them have a good relationship with their players.

### **Availability of Facilities and Equipments**

Facilities are the prerequisites and preconditions to run the training session smoothly and effectively. In order to improve performance in sport facilities should considered and fulfilled at the onset of the project. Based on the types and characteristics of sports, facilities are different and constructed and build for permanent use.

**Table.4.4 Responses on Availability of Facilities and Equipments**

No.	Item	Alternative s	No. respondent	Coaches
				%
1	Does the sport academy have its own playing (training) field?	Yes	3	100
		No		
2	Did you think that the playing field is standard one?	Yes	2	66.7
		No	1	33.3
3	Do you have enough amounts of balls for training?	Yes	3	100
		No		
4	Does the sport academy have its own gymnasium for physical fitness?	Yes	3	100
		No		
5	Do you have enough medical treatment?	Yes	3	100
		No		

The data available in **table 4.4** shows the responses on the availability of facilities and equipments. Accordingly, 3 (100%) of respondents (coaches) have responded that the Ethiopian youth sports academy have its own playing (training) field. this indicate that Ethiopian youth sports academy have not a problem of playing(training) field.

Regarding to the quality of the playing field the majority 2 (66.7%) of coaches counter that the playing fields are standard one to apply or practice all types of skills and 1(33.3%) of coaches responded that the playing fields are standard one.

With regard to the number of footballs, 3 (100%) of respondents or coaches replied that they have enough amount of balls for training session. However, none of the players have their own ball to use at any time. Concerning the advantage of having players their own ball, the Official U.S. Youth Soccer Coaching Manual (2002:19) suggests that; every player must have a ball to use at every practice. So much more can be accomplished if everyone can be engaged in play at the same time because learning and mastering football/soccer techniques requires repetition.

Regarding gymnasium for physical fitness 3(100%) of respondents or coaches replied that the Ethiopian youth sports academy have their own gymnasium for physical fitness. according to John, Michael and Helen (2000:33) physical fitness is defined as the ability to cope effectively with the stress of everyday life. Dewitt J. (2001:79) describes that many people associated fitness with the ability to run for a long time (aerobic fitness); football/soccer players actually have a few more requirements.

However, when we are thinking about fitness a player to perform the techniques and tactics of football/soccer for long duration, it is important to have good fitness. Furthermore, U.S. Soccer/football Coaching Manual (2010:12) recognizes that; football/soccer is a physically demanding sport

characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances.

With regard to medical treatment,3(100%) of respondents or coaches replied that the Ethiopian youth sports academy have its own medical treatment.

**Table 4.5 Identification of talented players according to their age and sex**

No.	Item	Age	Sex		%
			M	F	
1.	Could you identify the number of players according to their age and sex level?		Number of players		
		Under 14			
		Under 15	19	19	3 (100)
		Under 16			
		Under 17	19		3 (100)
		Under 18			
		Under 19			

According to the number of players in Ethiopian youth sports academy 3(100%) of respondents or coaches replied that there are three groups are found in the academy, these are:- under 15 male and female players and under 17 male players .3(100%) of respondents or coaches replied that male under 15,19 football players are found in Ethiopian youth sports academy.

3(100%) of respondents or coaches replied that female under 15,19 football players are found in Ethiopian youth sports academy and 3(100%) of respondents or coaches replied that male under 17,19 football players are found in Ethiopian youth sports academy.



## 4.6 View of the Trainees

The trainees are 57 in number out of which 19 players are females and 38 players are males. Which means 19(33.3%) of them are female and 38(66.7) of them are males.

**Table 4.6 Questionnaire for trainees.**

<b>No.</b>	<b>Items</b>	<b>Alternatives</b>	<b>Number of respondent Responses</b>	<b>players %</b>
1	Have you ever play for projects?	Yes	57	100
		No	-	
2	Does your families motivate you?	Yes	57	100
		No	-	
3	Do you have a theoretical class?	Yes	57	100
		No	-	
4	Are you satisfied with overall the academy activities?	Yes	57	100
		No	-	

57(100%) of players are replied that they were played for project before joining Ethiopian youth sports academy. with respect to players family 57(100%) of players replied that their family motivate strongly.

Regarding to theoretical class 57(100%) of players replied that they have one times of theoretical class within a week. With respect to players satisfaction 57(100%) of players replied that they are satisfied with overall the academy activities.

**Table 4.7 Trainees' response on atmosphere condition, food before training and after training and relationships between the players.**

No.	Items	Alternatives	Number of respondent Responses	players
				%
1	If you are coming from region, how did you get the atmosphere condition for training?	Not good	-	-
		Good	25	43
		Very good	20	36
		Excellent	12	21
2	How is your relationship with your teammates?	Not good	-	-
		Good	10	17.5
		Very good	17	29.9
		Excellent	30	52.6
3	How is your food before training and after training?	Not good	2	3.5
		Good	18	31.5
		Very good	30	52.6
		Excellent	7	12.4

With respect to the atmosphere condition for training 25(43%) of the respondent replied that it is good atmosphere condition for training. 20 (36%) of the respondent replied that it is a very good atmosphere condition for training and 12(21%) of the respondent replied that it is excellent atmosphere condition for training.

30(52%) of the respondents have replied in their questioner that they have excellent relationship with their teammates. 17(29.9%) of the respondent or players replied that they have a very good relationship with their teammate.

10(17.5%) of the respondent or players replied that they have good relationship with their teammates. None of them forwarded a negative comment against their teammates.

With regard to their food before training and after training 7(12.4%) of the respondent or players replied that they have excellent or balanced food before training and after training. 30 (52.6%) of the respondent replied that they have

very good food before training and after training.18(31.5%) of the respondent replied that they have good food before training and after training. 2(3.5%) of the respondent replied that they oppose the quality of the food before training and after training.

### **Availability of Players Sports Wear**

Player's sportswear is materials which players or trainees wear during the practical training session. The uses of sportswear in various formats that will enrich and support the training and personal needs of trainees or players varied interests, abilities and safety during the training session. These sportswear stimulate youth players to develop different skills, and develop a lifelong appreciation for football/soccer play.

**Table.4.8 Responses on Availability of Facilities and Equipments**

<b>N</b> <b>o</b>	<b>Item</b>	<b>v.low</b>	<b>Low</b> <b>%</b>	<b>Medium</b> <b>%</b>	<b>High</b> <b>%</b>	<b>Number of</b> <b>respondent</b>
1	What do you think about the quality of playing field?		3(5.2)	59(34)	20(35%)	57
2	What do you think about the availability of football shoes?			15(26.3)	42(73.7)	57
3	What do you think about the quality and durability of football shoes?			19(33.3)	38(66.7)	57
4	What do you think about the availability of shirts and shorts?			21(36.8)	36(63.2)	57
5	What do you think about the quality of shirts and shorts?	4(7)	5(8.7)	28(49.3)	20(35)	57
6	What do you think about the availability (supply) of shin guard (pad)?			25(43.8)	32(56.2)	57
7	What do you think about the quality of shin guard?			3(5.2)	54(94.8)	57
8	What do you think about the availability of bibs?			4(7)	53(93)	57

Regarding to the quality of the playing field indicates low 3(5.2%), and medium 59(34%). high 20(35.8%) This implies that most of the respondent or players are not satisfied with quality of the playing field. Few respondents are satisfied with the quality of the playing field.

The availability (supply) of football/soccer shoe also has found medium 15 (26.3%) and high 42(73.7%). This implies that they have enough amounts of shoe for training and competition.

With respect to the quality of soccer shoe indicates medium quality 9(33.3) and high quality 38(66.7).this shows that the quality of soccer shoe is comfortable.

The availability of shirts and shorts calculated as medium 21(36.8%) and high 36(63.2%) .This implies that the whole respondents have no shortage of shirts and shorts.

Regarding to the quality of shirts and shorts indicates very low 4(7%), low 5(8.5%) medium 28(49.3%) and high 20(35%). This implies that most of the respondents are satisfied but few of the respondents are not satisfied with quality of the playing shirts and shorts. The availability of shin guard (pad) also indicates medium amount 25(43.8%) and high 32(56.2%). The availability of bibs indicates that medium amount 4(7%) and high amount 53(93) .This implies that most of the respondents replied that no shortage of bibs for training session.

## **Analysis of Observational Checklist**

Basic materials and equipments necessary to carry out daily trainee athletes training session successfully are established in short supply. In the nutshell, to make the training activities more effective, it is necessary to have an appropriate physical environment with infrastructures and equipments, which facilitate the training program at large.

### **4.9 Observational Checklist in Ethiopian Youth Sports Academy Equipments and Facilities**

*Note: AV= Available*

*PV = partially Available*

*NA = Not Available*

<b>facilities at the Academy</b>	<i>AV</i>	<i>PV</i>	<i>NA</i>	
Dressing room	✓			
Shower	✓			
Lunge	✓			
Bed rooms	✓			
Clinics	✓			
Sport suits	✓			
Library	✓			
Cafeteria	✓			
Gymnasium room	✓			
Class rooms	✓			
Residence for players	✓			
Residence for coaches	✓			

As indicated table above, basic facilities are available in Ethiopian youth sports academy.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with an overview of the purpose and procedures of the study, major findings, conclusions and recommendations forwarded.

#### **5.1 Summary**

In football, winning is everything. Because of the professionalism of football and the fact that football has now become an integral component in the entertainment industry, sporting success and/or failure have assumed greater focus in the public domain. When business managers talk about strategy to achieve a competitive advantage, the ultimate goal is to be apart from the competition. Winning in the market place is the objective. For sport managers, winning is the goal (Grant, Mckechnie, & Chinta, 2007). The ‘winning’ of a football academy outlined by both FC Barcelona and Ajax FC is the development of players into the professional system, through the provision of a development pathway.

The purpose of this study was identifying the status of Ethiopian youth sports academy. In this study all possible efforts were made to get the most probable answers to the basic questions by making strong review of related literature, collecting relevant information through questionnaire, unstructured interview and observation. To this end, this study has the following specific objectives:-

- ▲ To find out the general mission, vision, and aim of the academy
- ▲ To assess on how football players are identified to the academy.
- ▲ To suggest basic solutions and recommendations.

**The study tried to assess the following basic questions:**

- Are the facilities and equipments available to conduct or run a training session?
- Is there enough professional football coaches in the academy?
- Is there integration between the academy and the football federation?
- How football players are identified to the academy?

In dealing with research problems, descriptive survey method was employed and relevant literatures were reviewed. A total of 63 respondents; that was 57 trainees, 3 coaches and 3 sport experts from sport offices were participated as respondents in this study.

The data for the study were collected by means of questionnaire, interview and observation. The collected data was critically analyzed, interpreted using appropriate statistical tools (percentage, mean, by critically looking in to the degree of freedom).

Based on the analysis and interpretation of the data, the researcher presented the summary of the major findings as indicated below:

- 1.** The study showed that all coaches have similar sex. even if they are found between different age levels.
- 2.** With regard to year of experience in coaching, from the total of three coaches,2(66.7%) between 5-10 years, and 1(33.3%) of coach have more than 10 years of experience in coaching
- 3.** While the current level of the coaches license indicated that, 2(66.7%) of coaches have B license, and 1(33.3%) of coach also have C license.
- 4.** With regard to the educational level and qualification of coaches, 3 (100%) masters in football coaching. In addition to this, the study indicated that, all



coaches have opportunity of performance enhancing courses, but the chance is very low.

5. Findings also indicated that, 3(100%) of the coaches have very good relationships with the academy managers. With respect to the coaches relationship with players more than half of them I.e.(66.7%) coaches they have very good relationship with their players.
6. Findings also indicates that Ethiopian youth sports academy have its own playing (training) field,2(66.7%) of the coaches replied that the playing field is standard one and 1(33.3%) of the coach replied that the playing field is not standard one. With regarding to the amounts of balls for training 3 (100%) of respondents or coaches replied that they have enough amount of balls for training session and also 3(100%) of respondents or coaches replied that Ethiopian youth sports academy have its own gymnasium for physical fitness and 3(100%) of coaches replied that they have enough medical treatment.
7. According to the number of players in Ethiopian youth sports academy 3(100%) of respondents or coaches replied that there are three groups are found in the academy, these are:- under 15 male and female players and under 17 male players . 3(100%) of respondents or coaches replied that male under 15,19 football players are found in Ethiopian youth sports academy. 3(100%) of respondents or coaches replied that female under 15,19 football players are found in Ethiopian youth sports academy and 3(100%) of respondents or coaches replied that male under 17,19 football players are found in Ethiopian youth sports academy.
8. Regarding to theoretical class 57(100%) of players replied that they have one times of theoretical class within a week. With respect to players satisfaction 57(100%) of players replied that they are satisfied with overall the academy activities.

9. With regard to their food before training and after training 7(12.4%) of the respondent or players replied that they have excellent or balanced food before training and after training.30 (52.6%) of the respondent replied that they have very good food before training and after training.18 (31.5%) of the respondent replied that they have good food before training and after training. 2(3.5%) of the respondent replied that they oppose the quality of the food before training and after training.
10. Regarding to the quality of the playing field indicates low 3(5.2%), medium 59(34%). and high 20(35.8%). This implies that most of the respondent or players are not satisfied with quality of the playing field. Few respondents are satisfied with the quality of the playing field. The availability (supply) of football/soccer shoe also has found medium15 (26.3%)and high 42(73.7%). This implies that they have enough amounts of shoe for training and competition. With respect to the quality of soccer shoe indicates medium quality 9(33.3) and high quality 38(66.7).this shows that the quality of soccer shoe is comfortable. The availability of shirts and shorts calculated as medium 21(36.8%) and high 36(63.2%).This implies that the whole respondents have no shortage of shirts and shorts. Regarding to the quality of shirts and shorts indicates very low 4(7%), low 5(8.5%) medium 28(49.3%) and high 20(35%). This implies that most of the respondents are satisfied but few of the respondents are not satisfied with quality of the playing shirts and shorts. The availability of shin guard (pad) also indicates medium amount 25(43.8%) and high 32(56.2%). The availability of bibs indicates that medium amount 4(7%) and high amount 53(93) .This implies that most of the respondents replied that no shortage of bibs for training session.

## **5.2 Conclusion**

The main goal or objective of Youth academies are used as a source of producing physically and mentally competent and ethically sound young elite' players for national and international level. Hence, it should focus on the training ,coaches, administrators and players facilities.

The existence of favorable conditions like facilities for example, Dressing room Shower,Lunge,Bedrooms,Clinics,Sportsuits,Library,Cafeteria,Gymnasium room, Class rooms ,Residence for players, Residence for coaches, playing field, goal and nets, contributed high contribution of the development of football to the main team.

The food item eaten after the training session is important to shorten the recovery time. For this purpose, carbohydrate and proteins are important nutrients. Thus, after the end of the training session or completion players should eat more carbohydrate food items in order to gain energy and should eat proteins for the purpose of recovery and growth of their muscle cells. Therefore, food items eaten by players before and after the training session is adequate. In general the whole players are satisfied on nutrition system.

Based on the data collected and the discussions undertaken, trainees in the academy are engaged in training 6 days per week having one session per day that runs 2:00 hrs. And they have 1 times regular class( theoretical class) per week. Based on the data collected the whole players are very satisfied in the activities of Ethiopian youth sports academy.

### 5.3 Recommendations

The researcher suggested the following recommendations in light of the summary and conclusion made.

According to the review of related literature the Number of coaches and the amount of players within Barcelona and ajax football academy is the following:-

<b>Learning environment</b>	<b>Players</b>	<b>Coaches</b>	<b>Average players coach</b>
FC Barcelona	290	32	9 players per coach
Ajax FC	240	34	7.05 players per coach
Ethiopian youth sports academy	57	3	19 players per coach

▲ In Ethiopian youth sports academy the coaches and players ratio in all age group has around 19 to 1 (19:1). This is very difficult to give modern way of coaching system. If it has improved by concerned bodies should be highly recommended.

▲ According to the players respond and in my observation the quality of the playing field is low, the players and coaches are not satisfied few respondents are satisfied with the quality of the playing field. If it has improved by concerned bodies should be highly recommended.

▲ Based on the data collected and the discussions undertaken, trainee players are engaged in training on average 6 days per week having one session per day that runs 2:00 hrs. Besides, they have theoretical class one times per week. When we consider the Players age, specially for under 15, it is over training for the players. If it has improved by concerned bodies should be highly recommended to balance the training session.

▲ Football development is not only about facilities, but also about the coaches. The coach is the most important resource in a training system of a modern society. He /she play a major role in the delivery of quality training which has a scientific base. But their chance or opportunity of getting performance enhancing courses from the Football Federation is very low. If it has improved by concerned bodies should be highly recommended to give performance enhancing courses.

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# Appendices



## **Appendix-1**

**Addis Ababa University**

**School of Graduate Studies**

**Faculty of Life Science**

**Department of Sport Science**

### **Questionnaire provided for coaches**

This questionnaire is designed to gather data on the status of Ethiopian youth sports academy. For the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

Thank you!

**Part One:** Background information.

Direction 1: **Please respond to the following questions by writing the appropriate information on the space provided or by writing “√” mark in one of the boxes provided.**

1. Sex M  F

2. Age \_\_\_\_\_.

3. How many years of experience do you have in coaching?

Less than one year  1-4 years  5-10 years  over 10 years

4. What is your current level of coaching license?

First level  A  B  C

If any please write it \_\_\_\_\_

5. What is your educational level and qualification?

Grade ten complete  twelve complete  Certificate level

Diploma  Degree  Masters and above

6. If your educational level is above degree, what was your area of specialization?

Physical education and sports  coaching

If it is out of teaching please write it \_\_\_\_\_

7. Did you have a chance of getting performance enhancing courses?

Yes  No

8. If your answer is yes for question number 7, how many times a year? Please specify it

\_\_\_\_\_.

9. Do you have an assistant coach?

Yes  No

10. If your answer is yes for question number 11, what is his/her educational level?

Grade ten complete  Twelve complete  Certificate

Diploma  Degree and above

## **PART TWO**

**Please respond to the following questions by writing the appropriate information on the space provided or by writing “√” mark in one of the boxes provided.**

1. How many times a week do you have training?

3 times  4 times  5 times  6 times  7times

2. How is your relationship with the sport academy managers?

Poor  good  very good  excellent

3. How is your relationship with your player?

Poor  good  very good  excellent

4. Do your players have enough competitions?

Yes  No

5. If your players have enough competition, how many times a year?

5-10  10-15  16-20  above 20

6. How many players do you have?

5-10  11-15  16-20  21-25

7. Do you think that the players have balanced food before and after training?

Strongly agree  agree  disagree  strongly disagree

8. Are you satisfied with over all the academy activities?

Yes  No

### PART THREE

**Given below are about availability of facilities and equipment . Please indicate your response by writing “ √” make that best describe your opinion based on your own judgment.**

NO.	Item	Alternatives		%
		yes	no	
1	Does the sport academy have its own playing (training) field?	yes	no	
2	Did you think that the playing field is standard one?	yes	No	
3	Do you have enough amounts of balls for training?	yes	No	
4	Does the sport academy have its own gymnasium for physical fitness?	yes	No	
5	Do you have enough medical treatment?	yes	No	

### PART FOUR

**Given below are about the number of players and age .please indicate your response by writing number of players, age and sex. Make that best describe your opinion based on your own judgment.**

No.	Item	Age	sex		%	
			M	F		
1	Could you identify the number of players according to their age and sex level?	Under 14				
		Under 14				
		Under 15				
		Under 16				
		Under 17				
		Under 18				
		Under 19				
		Under 20				

### PART FIVE

**Open ended questions for coaches.**

1.How was the criteria of talent identification?

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2. What is your future plan?

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## Appendix-2

**Addis Ababa University**

**School of Graduate Studies**

**Faculty of Life Science**

**Department of Sport Science**

### Questionnaire provided for players

This questionnaire is designed to gather data on the status of Ethiopian youth sports academy. Since the success of the study depends upon the responses that you provide, I will ask your genuine and accurate response to each of the items. I would like to assure you that your response and answers remain strictly confidential.

**THANK YOU**

#### Part One: Background information.

**Direction 1: Please respond to the following questions by writing the appropriate information on the space provided or by writing “√” mark in one of the boxes provided.**

1. Sex M  F

2. Age \_\_\_\_\_.

3. Where do you come from?

Amhara region  Oromia region  Tigray region  South region  Addis ababa

If other \_\_\_\_\_

4. What is your educational level?

Grade 8  Grade 9  Grade 10  Grade 11  Grade 12  Above grade 12

5. Have you ever play for projects?

Yes  NO

6. If you say **yes** for question number 5, how many years?

One year  Two years  Three years  Four years  Five years and above

7. If you are coming from region, how did you get the atmosphere condition for training?

Not good  Good  Very good  Excellent

8. Does your families motivate you?

Yes  No

9. How is your relationship with your teammates?

Poor  Good  Very good  Excellent

10. Do you have theoretical classes?

Yes  No

11. If your answer for question number 10 is yes, how many times per week do you have?

One time  Two times  Three time  Four times  Five times and above

12. How many times training per week do you have?

Two times  Three times  Four times  Five times  six times

13. How is your physical health?

Poor  Good  Very good  Excellent

14. How is your food before training and after training?

Poor  Good  Very good  Excellent

15. Are you satisfied with overall the academy activities?

Yes  No

## Part Two

**Direction 2 :The following questions are about the facilities and equipment of training for trainees and the coach(s). Please write “√” mark that best describes your answer.**

NO	ITEM	Very low	low	High
1	What do you think about the quality of playing field?			
2	What do you think about the availability of football shoes ?			
3	What do you think about the quality and durability of football shoes?			
4	What do you think about the availability of shirts and shorts?			
5	What do you think about the quality of shirts and shorts?			
6	What do you think about the availability (supply) of shin guard (pad)?			
7	What do you think about the quality of shin guard?			
8	What do you think about the availability of bibs?			

## **PART TWO**

### **Direction 3:-open ended question for players.**

1. What is your future target or aim?

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2. Who is your role model player in the world? \_\_\_\_\_

3 .If You were a project player, how do you see the difference between train in project and academy?

## Appendix-4

### Observation checklist

*Note: AV= Available*

*PV = partially Available*

*NA = Not Available*

<b>facilities at the Academy</b>	<i>AV</i>	<i>PV</i>	<i>NA</i>	
Dressing room				
Shower				
Lunge				
Bed rooms				
Clinics				
Sport suits				
Library				
Cafeteria				
Gymnasium room				
Class rooms				
Residence for players				
Residence for coaches				

## Appendix-5

### *Interview for academy managers*

1. What is the vision and mission of your academy?
  2. What is the objective of the academy?
  3. How do you control the activity of coaches and players?
  4. Do you have enough facilities and materials for football players?
  5. How is your relationship with football federation managers?
  6. Does the academy have a formal budgeting process?
  7. What is the future aspect of the players?
-



## **DECLARATION**

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

Name:-YIBELTAL ALEBACHEW

Signature \_\_\_\_\_

Place \_\_\_\_\_

Date of submission \_\_\_\_\_

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

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Signature \_\_\_\_\_

Date of submission \_\_\_\_\_