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Master's Thesis of Global Sport Management

**Examining the roles and relationships  
of stakeholders in football-based youth  
development program**

축구 중심 청소년 발전 프로그램의 이해관계자들의  
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Examining the roles and relationships of  
stakeholders in football-based youth development  
program

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## **Abstract**

# Examining the roles and relationships of stakeholders in football-based youth development program

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This research explores the roles and relationships of stakeholders involved in football-based youth development programs specifically within the context of public-school settings in Kazakhstan. Research aims to deepen our understanding of the dynamics among various stakeholders, including children, physical education teachers, parents, sport administrators within these programs. By examining their roles, interactions, and collaborations, this research explores how stakeholder involvement influences the outcomes and effectiveness of football-based youth development initiatives in public

schools. Also, one of the objectives of this research is to explore what kind of difficulties and challenges youth facing during football youth development programs in school settings.

This qualitative research used case study approach, for data collection in-depth interviews were conducted with the sport administrators, physical education teachers, children and their guardians. The interviews explored their roles and relationships, experiences, insights, difficulties and challenges during the football-based youth development programs in school settings.

Thematic analysis was applied to the interview transcripts, allowing for the identification of key themes and patterns. The findings revealed several main themes, which are exploring football-based youth development programs in school settings in Kazakhstan. Firstly, it explores the methods of delivery of football-based youth development programs as a central theme. Football-based youth development programs in school settings have three main methods of delivery, which are school curriculum and extracurricular, development of sport in schools and unique government program.

Through an extensive literature review and qualitative method research approach, this research provides a comprehensive analysis of stakeholder engagement within public school football-based youth development programs. It explores the roles and relationships of stakeholders,



considering their unique perspectives and experiences within the educational setting.

Furthermore, this research addresses the importance of parental involvement and engagement as stakeholders in public school football-based youth development programs. This research also examines the challenges and difficulties faced by the stakeholders of the football-based youth development programs.

Moreover, the thesis analyzes the role of sport administrators and physical education teachers in supporting and shaping the structure and functioning of these programs. It investigates the influence of policies, resources in fostering the growth and sustainability of football-based youth development initiatives within public school settings. The study also explores the potential for collaboration between stakeholders to maximize the positive impact of these programs on children's academic, social, and personal development.

Ultimately, this research aims to generate valuable insights and recommendations for educators, sport administrators, parents involved in football-based youth development programs within school settings. By understanding the complex interplay among stakeholders and their diverse contributions, this research seeks to enhance the design, implementation, and

outcomes of these programs, thereby promoting the overall well-being and success of young children.

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**Keywords:** Positive youth development, Football in schools, Relationships of stakeholders, Government programs.

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Figure 4. Illustration of the “Bottom-Up” approach

## **List of Abbreviations**

UNICEF - United Nations International Children's Emergency Fund

UNODC – United Nations Office on Drugs and Crime

MDG– Millennium Development Goals

SDG – Sustainable Development Goals

PYD – Positive youth development

TPSR – Teaching Social and Personal Responsibility

UEFA – Union of European Football Association

MCS – Ministry of Culture and Sport

MoE – Ministry of Education

KFF – Kazakhstan Football Federation

PE – Physical education

# **Chapter I: Introduction**

## **1.1. Background of the study**

Youth development refers to a purposeful and socially beneficial method that engages young individuals in meaningful and constructive activities within their communities, schools, organizations, peer groups, and families. It involves acknowledging, utilizing, and enriching the strengths of young people, while also fostering positive outcomes by providing them with opportunities, encouraging positive relationships, and offering the necessary support for their leadership development.

The youth development approach emphasizes the importance of addressing the physical, academic, social, and emotional well-being of young individuals in order to support their growth and confidence in various aspects of life. While each youth development organization has its own unique approach, they all share a commitment to creating nurturing learning environments that foster young people's skills, interests, and personal development. Building relationships forms the core of these organizations' work, as young individuals often express that while they may initially be drawn to an activity, they continue to engage because of the connections they form with peers and adults. While an organization may be recognized for its

specific activities or content, such as an arts program, sports league, or environmental camp, young people consistently emphasize the importance of the relationships they cultivate.

In the past, juvenile development was treated from a deficit viewpoint, where a decrease in dangerous behavior and unfavorable behavior was seen as a sign of good development in young people (Damon, 2004; Lerner, 2002; Lerner et. al, 2005).

According to United Nations International Children's Emergency Fund (UNICEF, 2006), children who are considered "at risk" are those who face various factors that can potentially harm them, including poverty, child abuse, crime, and insecurity regarding their caregivers.

The 2030 Agenda for Sustainable Development recognizes the increasing significance of sports as a means of fostering tolerance and respect within society. It also highlights the beneficial impact that sports can have on individuals' well-being, education, and social integration, while empowering them personally, with a special focus on women and young people. Specifically, sports offer a valuable opportunity for vulnerable adolescents to acquire the essential life skills required to effectively handle everyday challenges and avoid engaging in criminal activities, violence, or substance abuse (United Nations Office on Drugs and Crime [UNODC]).



Developing interventions for every individual adolescent problem behavior is impractical. However, the current situation differs greatly from Western societies, where youth programs often emphasize the strength-based perspective. This approach focuses on recognizing and nurturing the inner strengths of adolescents and emphasizing positive aspects of their development. According to the strength-based perspective, it is possible to address or prevent multiple youth problems by promoting common protective factors such as the developmental assets of adolescents, both internal and external, as well as their social-emotional skills. The fundamental belief is that by cultivating sufficient psychosocial strengths, adolescents are more likely to thrive and less likely to engage in problematic behaviors.

Positive youth development is distinct from other youth-focused approaches in that it avoids placing a focus on trying to fix what is deemed to be wrong with kids' behavior or developmental patterns. Instead, in their efforts to raise children to become contributing members of society, youth development professionals adhere to the maxim "problem free is not completely prepared," which was first used by Karen Pittman. Furthermore, when viewed through a PYD lens, youth are not considered as "problems to be fixed," but rather as resources, allies, and change agents who may make a significant contribution to the solution of issues that directly affect them.

Programs and practitioners try to understand, teach, and include kids in useful activities.

Engaging in sports has been proven to offer numerous advantages in terms of physical, social, and psychological well-being for individuals at various stages of life. Youngsters globally can acquire valuable life skills and ethical principles through purposefully structured sports programs. These life skills encompass proficiencies and interpersonal abilities that enable individuals to make informed choices, tackle challenges, engage in critical and innovative thinking, communicate proficiently, foster positive relationships, display empathy towards others, and effectively handle and navigate their lives in a constructive and healthy manner.

Football is without a doubt one of the most well-known and popular sports in the world. As with all other sports, football has the power to connect and communicate a variety of feelings, including happiness, grief, excitement, fear, anxiety, incredulity, and elation. Furthermore, football is the most visible sport and may thus impact a large and diverse audience.

Football has the potential to play a significant role within the education system, serving as a valuable "school of life." Findings presented by the United Nations in 2003 reveal that young individuals who dedicate five hours per week to physical exercise generally achieve higher academic

performance compared to those who engage in less than an hour of physical activity.

Football possesses the capacity to enhance both physical and mental health, promoting overall well-being and diminishing the risk of future illnesses. This holds significant importance in light of the global decline in physical activity rates and the rapid increase in lifestyle-related diseases.

The right to access football, similar to any other sport, is acknowledged as a fundamental human right by the United Nations and numerous nations worldwide. These countries have made commitments to ensure that individuals of all backgrounds and abilities have the opportunity to engage in sports.

President of Kazakhstan Mr. Kassym-Jomart Tokayev in his speech to the Nation in September, 2020 has pointed out the importance of development of youth sport: “It is essential that we pay the most serious attention to sports and the creative potential of the younger generation. In times when there is a shortage of funds, it makes no sense to support professional sports clubs entirely at the expense of the state. Billions of tenge from the state budget and quasi-state companies are being spent inefficiently. Priority should be given to mass sports, physical education and, of course, to children. Modern realities can be so dangerous for children: their energy and

curiosity need therefore to be guided in the right direction. After all, children are the future of our state. This will be a criterion by which we will evaluate the work of governors.”<sup>1</sup>

Kazakhstan National Olympic team underperformed at the Olympic Games Tokyo 2020. President of Kazakhstan Mr. Kassym-Jomart Tokayev has commented about this in his twitter account: *“The final result of the national team – eight bronze medals and an 83rd position overall – does not reflect Kazakhstan’s sporting potential and the significant amount of money that the state has invested in the development of sports”*<sup>2</sup>. President of Kazakhstan Mr. Kassym-Jomart Tokayev also stated: *“Attention should be paid to the development of mass and children's sports and, on this basis, strive to achieve outstanding success on the world stage”*.

The performance of National Olympic team of Kazakhstan in Tokyo 2020 Olympic Games has shifted the focus of the government from elite sport to mass and children’s sport.

In June, 2021 Ministry of Culture and Sports has launched the “ARTSPORT” program, which gave an opportunity for children aged 4 to 17 to participate in sport for free. This program is based on per capita funding of

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<sup>1</sup> Retrieved from: [/www.akorda.kz/en/addresses/addresses\\_of\\_president/president-of-kazakhstan-kassym-jomart-tokayevs-state-of-the-nation-address-september-1-2020](http://www.akorda.kz/en/addresses/addresses_of_president/president-of-kazakhstan-kassym-jomart-tokayevs-state-of-the-nation-address-september-1-2020)

<sup>2</sup> Retrieved from: <https://twitter.com/TokayevKZ/status/1424749282670923783>

participation of youth in sports funded by government. Minister of Culture and Sports Mr, Dauren Abayev in his report of the main results of the Ministry for 2021, has stated: *“Our key goal is 100% coverage of school-age children and adolescents with affordable physical education and sports in sports sections.”*<sup>3</sup>

In 2018 Kazakhstan Football Federation (KFF) with the support of Union of European Football Association (UEFA) has launched the program “Football in schools”. This program will be running until 2024. KFF stated regarding this program: *“The social task of the program is to ensure that every child can play football in comfortable and safe facilities. Public schools are considered here as an ideal partner for cooperation regardless of gender, ethnicity, religion and skill level of children,”*<sup>4</sup>.

As we can see that there is a growth of interest to the youth sport development programs in government school settings from the side of government organizations and NGO’s.

Taking into account the scarcity of literature on this topic in Kazakhstan, this study will contribute to the database of literature in the field of football youth development programs. Also, this study will contribute to

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<sup>3</sup> Retrieved from: <https://primeminister.kz/en/news/reviews/madeniet-zhane-sport-ministriginde-2021-zhylgy-zhumystvn-negizgi-korvtyndylary-karaldy-2272>

<sup>4</sup> Retrieved from: <https://kff.kz/en/news/23146>

the policy makers who is involved in youth development programs in Kazakhstan.

## **1.2. Research purpose**

The purpose of this study is to explore the football youth development programs in school settings in Kazakhstan. One of the aims of this study is to identify the roles and influence of the stakeholders involved in football youth development programs in Kazakhstan. Also, the goal of this study will be to explore what kind of difficulties and challenges youth facing during football youth development programs in school settings.

## **1.3. Research questions**

This study will consider the following research questions:

**RQ1.** How are football programs for youth in school settings conducted and applied in Kazakhstan?

**RQ2.** What are the roles and relationships of the stakeholders involved in youth football programs?

**RQ3.** What challenges and difficulties are encountered during the participation of the football youth development programs?

## **Chapter II. Literature Review**

### **2.1. Youth development through sport-based programs**

#### **2.1.1. Definition of youth development**

Youth development refers to a purposeful and beneficial method that actively involves young individuals in productive and constructive manners within their communities, schools, organizations, peer groups, and families. It entails acknowledging, utilizing, and amplifying the strengths of young people while fostering positive outcomes through the provision of opportunities, fostering positive relationships, and offering the necessary support for their leadership development.

The approach of youth development places significant importance on addressing the diverse needs of young individuals in terms of their physical, academic, social, and emotional well-being. By meeting them at their current stage of development, this approach aims to support them in establishing meaningful connections, acquiring essential skills, and building self-confidence, all of which are vital for their overall success and well-being. While every youth development organization has its own unique operating style, they all share the dedication to developing nurturing learning environments that encourage young people's skills and interests and help

them to grow. The foundation of what these organizations accomplish is relationship development. Young individuals often express a shared sentiment: while they may be initially drawn to an activity, it is the relationships they form with their peers and adults that keep them engaged. While an organization may be recognized for its specific activities or content, such as an arts program, a sports league, or an environmental camp, young people consistently emphasize the importance of the connections they forge.

The phrase "sport and development" has become very popular in the twenty-first century. People work and volunteer in hundreds of programs throughout the world today that employ sport as a crucial part of their efforts to help children and adolescents who are thought to be in need. Most of these young people struggle with issues brought on by poverty, conflict, and displacement, as well as a variety of social, psychological, and physiological issues that are thought to be too difficult for them to address alone. According to their locations, the people they assist, and the objectives of their benefactor organizations, these programs' declared missions change. Providing youth with after-school, weekend, and vacation activities in a secure setting with adult supervision and access to sports facilities, equipment, and coaching is a common focus of programs engaging kids from low-income and poor areas in wealthy nations.



During the 1980s and 1990s in the United States, sports programs increasingly relied on "soft money" from both public and private sources. This period saw the emergence of a social problems industry, which aimed to address the gaps left by cuts to social services. Program proponents often argued that youth sports could help address character deficiencies among young individuals from low-income backgrounds, primarily from ethnic minority families. These populations, seen as potential threats to the existing order, were often targeted to secure funding, frequently from sources with conservative leanings. Initiatives like "Midnight Basketball" programs were implemented to keep black inner-city males off the streets during high-risk hours, channeling them towards gym activities (Bessone, 1991). Other youth sports organizations sought funding based on the premise of providing alternative opportunities for kids, steering them away from potential trouble on the streets (Coakley, 2002). Advocates of these programs believed that sports could instill discipline and control in disadvantaged and at-risk youth who may lack the necessary skills to achieve socially acceptable goals within traditional institutional settings (Hartmann, 2001; Hartmann & Depro, 2006; Pitter & Andrews, 1997).

Programs for young people from upper-middle class, primarily White households were supported by narratives based on various theories of healthy

development. As developmental outcomes, they emphasized success and upward mobility rather than restraint and discipline (Coakley, 2002). Instead, then "taking them off the streets," the intention was to help them find the streets that would lead to their desired destination. This method of growth, however, was based on the same neoliberal presumptions about the necessity of more personal accountability and wise decision-making.

#### 2.1.2. Deficit reduction approach (at-risk youth)

According to LeCroy et al. (2012), the term "youth at risk" encompasses various situations that increase the likelihood of children developing problematic behaviors such as substance addiction, academic failure, juvenile delinquency, as well as mental health conditions like sadness and anxiety. When studying at-risk children, researchers often explore both the risk factors that contribute to negative outcomes and the protective factors that serve as buffers. Protective factors can be divided into environmental resources (such as community social support or family income) and individual characteristics (such as problem-solving skills, competence, and perceived efficacy). In recent years, there has been increased attention on resilience studies following a paradigm shift that occurred over two decades ago. Identifying young children who are more susceptible to experiencing obstacles that hinder their healthy development poses a challenge for

researchers focusing on at-risk youth. Additionally, some studies have focused on "risky situations or environments", where circumstances predispose young individuals to engage in behaviors with significant negative consequences.

In the past, juvenile development was treated from a deficit viewpoint, where a decrease in dangerous behavior and unfavorable behavior was seen as a sign of good development in young people (Damon, 2004; Lerner, 2002; Lerner et. al, 2005).

According to UNICEF "at-risk" children are those who face various risk factors such as poverty, child abuse, crime, and caregiver insecurity (2006). The 2030 Agenda for Sustainable Development recognizes the increasing significance of sports in promoting tolerance and respect within society. It also highlights the positive impact of sports on health, education, social inclusion, and personal empowerment, particularly for women and young people. Specifically, sports offer a valuable opportunity for at-risk adolescents to develop essential life skills, enabling them to effectively navigate challenges in their daily lives and avoid involvement in criminal activities, violence, or substance abuse (UNODC).

The "focus on practice, skill growth, mastery, and learning from defeat" in sport may help to create self-efficacy (Coalter & Taylor 2010). The

greatest way to examine self-efficacy is in the context of dealing with challenges. A high level of self-efficacy encourages or motivates people to take on challenges and persevere through hardships (Bandura,1994). People who feel marginalized by poverty, race, gender or other factors may find sport as a way to connect to others on a 'level playing field' (UNOSDP, 2008).

Sport has proven to be a wise investment due to its ability to engage and provide social support to vulnerable and hard-to-reach groups. A notable example is its potential in preventing youth involvement in criminal activities. According to Nichols (2007), sports can contribute to crime prevention in three ways: firstly, by acting as a diversion or surveillance tool; secondly, by functioning as cognitive-behavioral therapy; and thirdly, by utilizing sports as a means to build relationships. To ensure that sports effectively serve the broader social objectives of community partners and not solely as an intervention tool, Nichols (2007) emphasizes the importance of grounding sports initiatives in community sport development principles.

Sport for Development and Peace entails utilizing sport to foster a range of positive outcomes both on and off the field. The United Nations Sport for Development and Peace International Working Group (SDP IWG) defines it as the deliberate utilization of sport, physical activity, and play to achieve specific development goals in low- and middle-income countries, as

well as underprivileged communities in high-income settings (UNOSDP, 2008).

Sport has increasingly been utilized as a strategy to prevent crime, violence, and substance abuse, particularly among young individuals, in line with the expansion of the sport for development field and its alignment with the Sustainable Development Goals (SDGs) and global policy priorities. This includes employing sport within the criminal justice system to reduce reoffending rates and facilitate the social reintegration of offenders. Various governmental and civil society actors have developed policies and implemented programs in this area. Sport and sport-based initiatives aimed at preventing violence and crime are most effective when integrated into comprehensive, knowledge-based approaches that target multiple relevant risk factors. These programs have shown to be successful in reducing violent and criminal behaviors. Moreover, sport serves as a tool to promote significant human values like tolerance, empathy, respect for rules and others, teamwork, a sense of belonging, and community. These values are essential components in efforts to prevent youth violence and crime.

Alongside the expansion of the sport for development field and its alignment to the Sustainable Development Goals (SDGs) and key global policy areas, sport has been increasingly used as a means to prevent crime,

violence, and substance use, particularly among youth. This includes the use of sport within the criminal justice system to prevent recidivism and promote the social reintegration of offenders. Sport has also been used as a means to prevent crime, violence, and substance use, especially among youth (Meek, 2013). A variety of government actors and actors from civil society have developed and put into action various policies and programs pertaining to this domain. To this end, sport and sport-based programs for the prevention of violence and crime can be effective mainly when applied as part of more holistic and comprehensive knowledge-based initiatives that target the various relevant risk factors. This is the case because sport and sport-based programs have been shown to reduce violent and criminal behavior. The promotion of important human values, such as tolerance and empathy, as well as respect for rules and for one another, teamwork, a sense of belonging and community, and tolerance, can be accomplished through the use of sport as a tool. Respect for rules and for one another, teamwork, a sense of belonging and community, and tolerance are important components of efforts to prevent youth violence and crime.

The United Nations General Assembly passed resolution 74/170 in 2019 regarding the incorporation of sports into strategies for the prevention of youth crime and the administration of criminal justice. This resolution

acknowledges "the complementary nature of youth crime prevention and criminal justice efforts and work on sport for development and peace" and highlights the potential of sports as a tool for the reduction of youth violence and the elimination of criminal behavior.

One of the example cases for at-risk youth is evidence-based and sports-based life skills training curriculum "Line Up Live Up", developed by UNODC, which was created as a special tool to transfer the collective expertise of the United Nations and other partners in implementing life skills training for crime and drug use prevention to sporting contexts. Through a series of engaging and entertaining exercises, the "Line Up Live Up" program allows sports coaches, teachers, and other adults working with young people in sports environments to target important life skills like avoiding peer pressure to engage in criminal activity, managing anxiety, and effectively communicating with peers. In the context of the Line Up Live Up program, "sport" is used as a generic term, "comprising sport for all, physical play, recreation, dance and organized, casual, competitive, traditional and indigenous sports and games in their diverse forms"<sup>5</sup>.

### 2.1.3 Positive youth development approach

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<sup>5</sup> Retrieved from: (2022). Unesco.org. <https://unesdoc.unesco.org/ark:/48223/pf0000252725>

Positive youth development (PYD) programs have the objective of facilitating the rapid growth and progress of young individuals. PYD adopts a purposeful and beneficial approach that actively involves youth in productive and constructive ways within their communities, schools, organizations, peer groups, and families. It acknowledges, harnesses, and enhances the strengths of young people, aiming to promote positive outcomes by offering them opportunities, fostering positive relationships, and providing the necessary support for their leadership development. PYD is distinct from other youth-focused approaches in that it avoids placing a focus on trying to fix what is deemed to be wrong with kids' behavior or developmental patterns. Instead, in their efforts to raise children to become contributing members of society, youth development professionals adhere to the maxim "problem free is not completely prepared," which was first used by Karen Pittman. Furthermore, when viewed through a PYD lens, youth are not considered as "problems to be fixed," but rather as resources, allies, and change agents who may make a significant contribution to the solution of issues that directly affect them. Programs and practitioners try to understand, teach, and include kids in useful activities.

It's critical to keep in mind that these desirable attributes must be taught as a part of a carefully thought-out program and rarely appear by



chance. Furthermore, as Hellison (2011) noted, sport can help young people develop successfully, but only if it is "good sport", or age-appropriate activities where values like sportsmanship and teamwork come before winning or individual achievement. Both employee attitude and training are essential. Therefore, effective sports programs can help young people acquire positive traits, but they must be well-planned and consciously build a culture that promotes good morals and life skills. And if character is not just "caught" by participating in sports, a framework like Teaching Social and Personal Responsibility model (TPSR) is required so that this intentional training can occur.

According to Carreres-Ponsoda et al. (2021), the TPSR model has been successfully implemented in various contexts and countries such as the United States, Canada, New Zealand, South Korea, and Spain, yielding highly promising outcomes. An initial evaluation of 26 studies demonstrated that the TPSR model had a positive impact on respect, effort, autonomy, and leadership potential among athletes and physical education students in 19 of the studies (Hellison & Walsh, 2002). Furthermore, a study examining TPSR model-based programs in the United States and Spain found that the model contributed to the positive development of children and adolescents by

enhancing their responsible behaviors, social skills, classroom environment, and self-efficacy (Caballero-Blanco et al., 2013).

A comprehensive review of 22 studies focused on TPSR-based physical education (PE) programs revealed that the effective implementation of TPSR leads to a range of positive outcomes in terms of behavior, social interactions, emotional well-being, psychological development, and educational progress (Pozo et al., 2018). In terms of applying the TPSR model in an after-school setting, a recent systematic analysis of 27 publications discovered that 13 of them reported significant and beneficial experiences for both staff members and young athletes (Baptista et al., 2020).

For four decades, the TPSR model has proven to be a successful pedagogical approach in improving positive youth development (PYD) within the domains of physical education (PE) and sports. Initially designed with the intention of applying the TPSR model (Hellison, 1985, 2011) in sports and various physical activities, its purpose was to teach young individuals and adolescents who faced the risk of social exclusion about the significance of embracing strong values and assuming accountability for their behaviors. It was the intention of the program to make available to these young people the kinds of educational opportunities that would enable them

to cultivate the kinds of knowledge and abilities that would assist them in overcoming the various problems they face in their life.

In TPSR, physical activity serves to teach either morality or practical knowledge. The TPSR model includes, among other things, treating young people as resources, respecting their individuality, empowering them, assisting them in imagining possible futures for themselves, providing a psychologically and physically safe environment, limiting the number of participants in each program, and giving them significant opportunities to interact with caring adults. In addition, the model emphasizes the importance of providing young people with significant opportunities to interact with caring adults (Hellison et. al, 2000).

The TPSR model is based on three key elements. The first are the levels of responsibility that participants must learn to become competent adults:

1. Respect of the rights and feelings of others.
2. Effort and cooperation.
3. Self-direction.
4. Helping others and leadership.
5. Transfer of responsibility outside the gym

These levels of responsibility are learned in an environment conducive to learning, in which the teacher blends the learning of the levels of responsibility with the content of the sports or PE content. The second essential component of the TPSR model is comprised of nine specific teaching strategies that must be utilized by instructors or coaches during the program:

1. Modeling Respect;
2. Setting Expectations;
3. Opportunities for Success;
4. Fostering Social Interaction
5. Assigning Responsibility;
6. Leadership;
7. Giving Choices and Voices;
8. Role in Assessment;
9. Transfer.

The lesson format is the third important part of the TPSR model. Regardless of the degrees of responsibility and the physical-sports content, each session must adhere to the same structure when using the TPSR model. Participants will be better able to respond to difficulties and make more rapid

progress throughout the entire process if they are provided with clear expectations.

## **2.2 Sport and Youth development programs**

### 2.2.1. Systematic Aspects of Development

According to the Society for International Development, development can be defined as a progressive process that generates positive transformations, improvements, or the inclusion of various aspects such as physical, economic, environmental, social, and demographic factors. Development is perceivable and advantageous, although its effects may not be immediate, and it entails a qualitative shift and the creation of conditions that allow for its sustained progress.<sup>6</sup>

According to Lemke (2016), following 15 years of advancements made towards the unprecedented Millennium Development Goals (MDGs), the international community has shifted its attention towards the successor Sustainable Development Goals (SDGs) as part of the transition to the newly established 2030 Agenda for Sustainable Development. Through a comprehensive consultation process involving stakeholders from various sectors, led by the United Nations, achievements and unresolved issues regarding the eight MDGs were examined, resulting in a consensus on 17

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<sup>6</sup> Retrieved from: <https://sid-israel.org/en/home-page/>

SDGs to be pursued over the next 15 years. With the overarching objective of fostering global unity between people and the planet, while ensuring inclusivity, the 2030 Agenda presents a rare opportunity to inspire worldwide action for development, particularly within the realm of Sport for Development and Peace.

Sport has demonstrated its adaptability and cost-efficiency as a means to accomplish peace and development objectives. Throughout the implementation of the Millennium Development Goals (MDGs) starting in 2000, sport has played a pivotal role in advancing all eight Goals, a recognition acknowledged through several General Assembly resolutions. Resolution 70/1 of 2015, titled "Transforming Our World: The 2030 Agenda for Sustainable Development," further acknowledges the significant role of sport in promoting social advancement.

Moreover, sport plays a crucial role in facilitating sustainable development. Its increasing significance in promoting tolerance, respect, and empowerment of various groups such as women, young people, individuals, and communities is acknowledged. Sport also contributes to the attainment of health, education, and social inclusion objectives, highlighting its multifaceted contributions to development and peace.

Physical activity offers numerous benefits to children and adolescents. Alongside the formal educational curriculum, physical activity and sports are integral components of a comprehensive education (Goal 4: Ensure inclusive and quality education for all and promote lifelong learning). For those unable to attend school, sport serves as an alternative avenue for education and lifelong learning. Participation in sports and physical activities beyond the classroom exposes students to essential values such as teamwork, fair play, respect for rules and others, cooperation, discipline, and tolerance. These skills are vital for future engagement in group activities and professional life, while also fostering social cohesion within communities and societies. Recognizing the personal and social developmental advantages of sports, increasing access and participation in sport becomes a crucial developmental objective.

Development of sport and development through sport are two general categories for sport development. Increasing the number of active participants in sport and improving athletes' performance are the two main objectives of sport development.

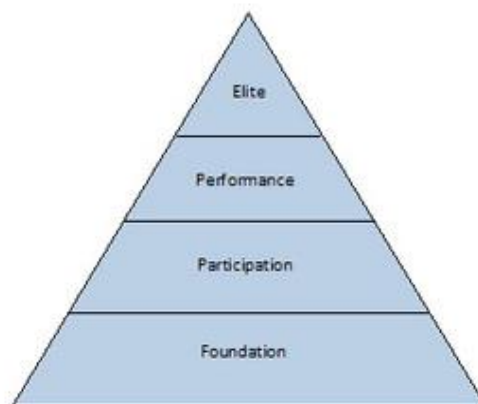
Model I: The traditional model of sport development pyramid

Various variants of the sport development pyramid have historically emphasized the relationship between mass and elite participation. Four levels

comprise the scale (see Figure 1). According to Bramham et al. (2001) and Houlihan (2000), there are four levels. The first level, which is the foundation and the base of the pyramid, is where essential movement skills are learned. The second level, participation, refers to athletes who engage in sport as a leisure activity for a variety of reasons, including health, fitness, friendship, and fun. Performance is the next stage, in which elite athletes aim to increase performance standards. Excellence is the apex of the pyramid and involves attaining national performance requirements.

**Figure 1**

*The traditional model of sport development pyramid*



Source: [www.sportsdevelopmenthealthandnutrition.files.wordpress.com](http://www.sportsdevelopmenthealthandnutrition.files.wordpress.com)

The sport pyramid model reflects sport development processes. This model has two primary goals: (1) to improve the levels of all participants, and



(2) to increase the number of elite athletes moving to the highest level of the pyramid.

According to Andrey S. Adelfinsky (2021), certain sports disciplines, such as distance running, triathlon, road and cross-country cycling, xc-skiing, and open water swimming, defy the traditional notions of the "hierarchical sport pyramid" and the focus on physical fitness solely for health purposes. In these sports, open competitions differ from the typical structure, as they welcome participants of all abilities and ages. The majority of athletes who compete in these events are average, non-professional enthusiasts of middle age, without exceptional physical talents. Their involvement in mass events is primarily for recreational purposes, rather than pursuing a career or aspiring to become professional athletes. In these events, elite athlete competitions are not standalone events but rather integrated as part of larger-scale gatherings.

Instead of solely emphasizing the growth and promotion of the sport itself, development through sport takes a different approach by utilizing sport as a tool to address various developmental challenges, including social integration, health promotion, economic advancement, and conflict resolution.

In regions characterized by extremely low living standards, sport-for-development programs typically prioritize the enhancement of self-belief and

self-worth, transforming gender attitudes to reduce inequalities, raising awareness about HIV/AIDS to influence behavioral choices, and providing leadership training to cultivate local personnel who can collaborate with existing staff and actively engage with their communities (Coalter, 2010).

In his analysis of sport-for-development organizations and research on sport and development, Coalter (2010) identified that the majority of current programs adopt either a Sport Plus or Plus Sport approach to youth development. The Sport Plus strategy primarily focuses on traditional sport development objectives, such as increasing participation and enhancing sport-related knowledge and skills. However, it incorporates additional activities to equip young participants with information and strategies to effectively deal with everyday challenges. For example, a youth soccer/football program in Uganda may include educational components on HIV/AIDS prevention. On the other hand, non-sport organizations that integrate sport participation as a means of engaging, retaining, and motivating young people in their core activities (e.g., education, religion, economy, politics) follow a Plus Sport approach. For instance, volunteers at a faith-based group might design and implement a sports program to attract youth and create peer pressure that encourages involvement in religious worship and education. While there may be some overlap between the Sport Plus and Plus Sport approaches, both

utilize sport as a catalyst for fostering social interactions that promote the desired personal development outcomes identified by the sponsoring organization and its staff.

#### 2.2.2. The role of stakeholders in school sport settings

Schools play a vital role in the educational systems of societies since they serve as the basis for the evolution and development of adolescents, youth, and society. There is no doubt in the political, journalistic, and scientific communities that school sports have the potential to solve numerous social, psychological, and educational problems among kids. According to the majority of education experts and the findings of various studies, the greatest answer for the growth of school sports is the acknowledgment of stakeholders and their engagement in the process of planning, implementing, and monitoring school sports. According to Freeman (1999), "stakeholders are individuals or groups that are crucial to the success and survival of an organization."

Stakeholders in school sports are members of sport organizations charged with promoting the school's programs, activities, and events. As stakeholders, parents, coaches, and instructors play a significant role in establishing and providing sport experiences and opportunities for students in school sport.

The key actors in school sports programs, known as major stakeholders, encompass individuals, groups, and organizations who have a direct influence on or are impacted by school performance. They play a crucial role in implementing and supporting school sports activities. On the other hand, secondary stakeholders are individuals, groups, or organizations who have an indirect influence on or are influenced by school performance. Managing stakeholders is vital for sport managers due to various reasons, including garnering support, facilitating effective communication, obtaining necessary information, and gaining access to diverse and innovative resources.

Communication with stakeholders can be the key to getting and keeping resources in school sports and motivating sport managers to engage with stakeholders, given the limited resources of schools. Mutter and Pawlowski (2014) claimed that stakeholders such as classmates, parents, teachers, coaches, and sports figures influence the growing participation of kids in school sports. Using stakeholder theory, a number of research on sports management have attempted to comprehend the role of major sectors in sport. The majority of these research have concentrated on professional sports, while school sports have gone largely unexplored.

Friedman et al. (2004) examined the application of stakeholder theory to the realm of professional and school sports. They found that effective management of stakeholder relationships in the sports environment requires a proactive, consistent, and long-term approach. In the United States, school sports stakeholders include various entities such as governments, coaches, physical education teachers, school administrators, students, school alumni, and community supporters. Similarly, in South Africa, stakeholders in school sports encompass school administration, physical education teachers, parents, local sports clubs, the community, and government bodies like the Ministry of Education and Ministries of Sports and Youth. According to Mackintosh (2014), stakeholders in school sports also encompass sport federations, clubs, higher education institutions, health professionals, government agencies at different levels, community members, the private sector, sports figures, peers, parents, teachers, and coaches. All of these stakeholders play crucial roles in fostering the development of school sports, fulfilling their respective responsibilities, and providing ample opportunities for children to participate in school sports and physical activities.

Mandic et. al (2012) claimed that the most effective strategy to grow school sports is to increase stakeholder participation. The schools that have developed excellent communication with their stakeholders are likely to be

successful because, in addition to the support of their stakeholders, their plans will provide them with the assistance of professionals and community experts. According to Hutchinson and Bennett (2012), retaining all stakeholders in school sport programs is one of the most challenging components of school management, particularly for school sports. If school sport management aligns with the school's fundamental values and mission, it will prioritize good stakeholder participation in school sports.

The priorities and values of stakeholder groups vary based on their participation and involvement. For instance, teachers prioritize education, while students prioritize winning in sports. In a study by Marsh et al. (2015) on sport stakeholders, the identification and categorization of stakeholders in school sports help in understanding their diverse backgrounds and organizational concerns when integrating sports into educational settings and resolving related issues. However, there is a lack of scientific research on the factors influencing stakeholder engagement in school sports concerning the perspectives of students, teachers, parents, and governments. School administrators play a vital role in shaping the growth and development of school sports and are instrumental in promoting and coordinating sports activities within schools. Additionally, it is essential to prioritize the

identification of stakeholders in school sports, as their involvement is crucial in encouraging children's participation in such activities.

### **2.3. Socialization through youth development programs**

#### 2.3.1. Youth Development and Socialization

The impact of sport and the concept of sport for social transformation and progress may be traced back to the ancient Olympic Games, which led to the cessation of conflicts and the formation of armistices. In contemporary society, the Olympics continue to function as a forum for athletes to promote social concerns and social change. Jesse Owens, for instance, won four gold medals at the 1936 Berlin Olympics, which featured extensive Nazi propaganda promoting White supremacy. During a time when many African Americans were denied equal rights in the United States, Owens' athletic achievements transcended racism and served as a source of national inspiration. During the 1968 Olympics in Mexico City, sprinters Tommie Smith and John Carlos wore black gloves and raised their fists to represent Black Power while standing on the podium. After their conduct, both athletes endured insults, received death threats, and were shunned by the US Olympic Committee for years. By obtaining the privilege of lighting the Olympic flame at the Sydney Games of 2000, Cathy Freeman worked as a champion for Aboriginals, who had long been victims of bigotry in Australia.

The social significance of sport has been extensively acknowledged, to the point where it is now regarded as a major tool in social policy. Sport is viewed as having the capacity to contribute to a variety of social issues, including social integration and involvement, lowering antisocial behavior among teenagers, restraining violence and boosting security (community safety) in metropolitan settings, and reducing gender disparity.

Putnam's concepts of social capital and its connection to social integration have garnered recognition in the field of sociology of sport, mainly for offering a descriptive language and a framework to understand social relationships and integration (Blackshaw & Long, 2005).

Putnam (1993, 2000) argues that participating in voluntary activities and engaging in civil society, such as sports, exposes individuals to social interactions and the formation of social networks. According to this perspective, social capital represents the valuable resource embedded within these networks, as these relationships cultivate trust and reciprocity among individuals. Social capital can be categorized as either bridging or bonding. Bridging social capital involves establishing connections and networks with individuals from diverse backgrounds and contexts, encompassing people who are different from oneself. This type of social capital is sometimes referred to as inclusive bridging (Coakley, 2011), highlighting the creation of



inclusive networks that extend beyond an individual's local community. From this standpoint, bridging social capital plays a pivotal role in fostering social cohesiveness among larger populations.

Bonding social capital involves establishing relationships and networks with individuals who share similar backgrounds and contexts within a community. These relationships are sometimes referred to as exclusive bonding (Coakley, 2011), highlighting that they reinforce connections within a specific community and may lead to social division and exclusion. Putnam argues that these moral relationships among active and autonomous individuals act as a metaphorical social glue that promotes social cohesion and integration within society. This framework provides an explanation for the formation of social cohesiveness and integration in modern society. It suggests that engagement in sports and participation in community and civil society activities contribute to the development of social networks, interpersonal connections, and either bridging or bonding social capital. Ultimately, this social capital serves as a metaphorical adhesive that binds individuals and society together.

Most notably, there is a focus in scientific discourse on the potential for sport to equip individuals with social capital. Clearly, sport may stimulate the formation of bonding social capital as opposed to bridging social capital.

Local sports practices in civil society groups are essential for young people to develop both formal and informal social relationships (Cuskelly, 2008), despite the fact that adolescents typically engage in sports activities with peers from their own community. This develops friendships and may lead to stronger relationships with community peers. This is especially important for participants who are marginalized and socially excluded (Walseth, 2016).

This is evident in the connections formed between marginalized youth and role models within their own community (Richardson, 2012). Moreover, individuals who have experienced shared traumatic events have found solace and connection through participating in sports (Walseth, 2016). It is worth noting that bonding social capital plays a crucial role in the development of identity within minority groups. In the realm of peer relationships, cultural symbols and negotiations between national and cultural affiliations contribute to the construction of new identities (Walseth, 2016). Additionally, Walseth (2008) suggests that sports engagement offers opportunities for minorities to establish social ties with other minority groups, although the extent of such connections with young people from more privileged socioeconomic backgrounds may be limited.

Girls and boys engage in sports on a global scale, and sports offer a unique opportunity for intergenerational interaction. A notable aspect of

children's organized sports is the involvement of parents, which distinguishes it from other leisure activities (Byrne, 1993). Undoubtedly, coaches and parents play a crucial role in the daily lives of children involved in sports. While adult participation is necessary for organizing sports activities, allowing children to have a say in their own sporting experiences presents a challenge (Coakley & Pike, 2009). The dynamics that unfold among children, coaches, and parents in children's sports are often illustrated through a triangular framework known as "the sporting triangle" (Byrne, 1993), which captures the social interactions between children, coaches, and parents within the social context of youth sports.

In the event of conflicts arising between any two of the groups involved, it becomes evident that all three groups are interconnected and influenced by the socialization process taking place in children's sports, as well as the cultural development of sports practices. Exploring the socialization process within a sports setting offers a means to understand how the behavior of children, coaches, and parents evolves, and how the cultural framework of values and norms emerges within the realm of children's sports. Coakley and Pike (2009) suggest that studying shared sports experiences within their social and cultural contexts can provide valuable insights into the complex process of socialization.

Coakley and Pike (2009) note that our current understanding of the socialization process in different sports contexts remains insufficient from a scientific standpoint. While some research has focused on how young individuals become socialized into sports and how their personal commitment to sports develops over time, there is a need to explore various aspects of this process further. This includes establishing personal connections with individuals associated with the sport and gradually forming a strong athletic identity. Additionally, studies have also examined how young athletes acquire sports capital, which involves gaining recognition for their athletic achievements to sustain their involvement in sports during adolescence. The significance of social capital, such as the support and companionship of schoolmates or friends in the sporting context, has also been emphasized.

Children's sports socialization research also focuses on the interpersonal relationships between group members. Alexander et. al (2011) studied the influence of children's participation in organized sports in the United Kingdom. The researchers discovered that youngsters experienced emotional pain as a result of socialization that took the form of abusive peer relationships. The most prevalent manifestation was criticism of their athletic performance. Children also reported bad experiences, including being yelled at, cursed at, humiliated, and embarrassed. Interviews with youngsters found

that these practices were generally accepted as normal and viewed as "what happens in sports", resulting in an abusive cultural pattern (Alexander et. al, 2011).

Effective socialization in children's sports relies heavily on the relationships between adults and children. However, the imposition of a professional model by adults in organized youth sports can lead to negative socialization outcomes. This occurs when cultural norms and expectations overshadow the needs and preferences of young athletes. Particularly, children engaged in "elite sports" face heightened risks in such environments, where early talent evaluation and specialization contribute to a detrimental cultural atmosphere (Farstad, 2007; Weber, 2009).

### 2.3.2. Football as socialization tool for youth

Any individual has the ability to get significant social and educational support from sports, particularly team sports like football.

Football is without a doubt one of the most well-known and popular sports in the world. As with all other sports, football has the power to connect and communicate a variety of feelings, including happiness, grief, excitement, fear, anxiety, incredulity, and elation. Furthermore, football is the most visible sport and may thus impact a large and diverse audience. Due to the presence of sports centers that aim to improve the child's motor and

technical skills in using the ball, as well as to increase the child's awareness of his peers and stimulate socialization, young boys typically begin playing football in elementary school or even in pre-school.

During childhood, there is a notable decrease in physical activity, largely influenced by parental concerns. This shift towards a sedentary lifestyle and lack of physical exercise can lead to various psycho-physical and social issues, including obesity—an excessive accumulation of body fat that can contribute to body image and peer-related challenges, ultimately resulting in social isolation. Engaging in football offers several advantages in terms of psycho-physical and social well-being. It helps prevent chronic diseases, promotes social interaction, and contributes to overall health, which extends beyond the mere absence of illness or disability.

Football, starting at a young age, holds great significance as a structured physical activity aimed at achieving specific goals and enhancing or maintaining various aspects of physical fitness. This underscores the importance of football schools, which not only focus on motor skills development but also on social and interpersonal growth. An integral aspect of this sport is its team-oriented nature, which greatly contributes to social integration. The role of the coach or educator is crucial, as they must impart technical knowledge, teach proper movements and strategies, while also

instilling values such as respect (for oneself, the sport's rules, and others), education, and team unity.

Furthermore, the role of the coach or educator also encompasses fostering confidence, both at the group level and for individuals, especially those who may struggle with self-assurance and often feel inadequate. It is widely recognized that self-esteem significantly impacts how individuals respond to challenges, and physical experiences play a vital role in shaping self-esteem since individuals are intimately connected to their own bodies. Aspects such as physical appearance, skills, attire, weight, height, and overall health can influence individuals across various stages of life, including childhood and beyond. This particular phase, the transition from childhood to adulthood, holds significant importance as it is a time of self-development, skill acquisition, and personal growth through the navigation of challenges and gaining life experiences. Considering these factors, football practice provides a suitable environment for the formation of self-identity, encompassing desires for both protection and independence, care and autonomy. Therefore, it can be viewed as a combination of physiological development and emotional characteristics.

## **Chapter III: Research methods**

### **3.1. Qualitative research**

This chapter describes a research design and the procedure utilized to perform the study, including a number of interrelated stages that reflect the sequential nature of the research. This study employed the qualitative research approach that is based on the method of thematic analysis and discussed why this method was chosen.

There is little research focusing on youth development programs in Kazakhstan. Youth development programs such as “Football in schools” and “ArtSport”, which are using football in school setting are recently launched in Kazakhstan, so there is not enough data to apply quantitative analysis in this study. Due to the lack of resources in Kazakhstan related to this topic, this study was explorative in nature thus qualitative research is more suited for this research.

Creswell (2014) defines qualitative research as a methodology aimed at exploring and understanding the significance individuals or groups ascribe to social or human issues. It involves generating research questions and procedures, collecting data typically in the participant's natural setting, analyzing data inductively by identifying patterns and themes, and



interpreting the meaning of the data. The format of the final research report can be tailored to specific needs. Researchers employing this approach embrace an inductive orientation, prioritize individual perspectives, and recognize the importance of capturing the complexity of a given situation.

According to Creswell (2014) there are five types of qualitative research approaches, which include narrative research, phenomenological research, grounded theory, ethnography and case study. This study was focused on specific group of youth who are participating in football youth development programs in school settings. In connection with it, this study used case study approach of qualitative research.

### **3.2. Data Collection**

Since this study used qualitative analysis, data was collected using in-depth interviews. In aim to conduct interviews this study used open-ended questions. For the interviews this study used semi-structured interview questionnaire. Interview questionnaires were sent to the participants of this study such as administrative workers of the Ministry of Culture and Sports, Ministry of Education, Kazakhstan Football Federation, physical education teachers, parents and children. In addition to the interviews of the research participants researcher is used documents such as government policies in the field of youth sport, football programs for youth in schools designed by the

government and Kazakhstan Football Federations as a data collection source. Participants of this study were chosen using purposeful homogeneous sampling technique.

### 3.2.1. Interview

This study used in-depth interviews as the primary method of data collection. In-depth interviews are a qualitative approach that enables researchers to gather extensive information about participants' behaviors, attitudes, and perspectives. These interviews provide a flexible and interactive platform for researchers and participants to delve into various topics and adjust the interview process as required. In-depth interviews offer a versatile and adaptable research strategy that can be tailored to suit the specific requirements of the study.

Since in-depth interviews involve a face-to-face interaction between the researcher and the participant, they offer ample opportunities to uncover the underlying reasons behind preferences, opinions, and beliefs. Typically, the questions asked in these interviews are open-ended and can be customized to suit the specific context of the study. Through this method, the interviewer can build rapport with the participant, creating a comfortable environment that encourages open and honest responses.

The participants of the interviews were contacted one month before the date of the interview via email. The researcher of this study has sent detailed information about the research purpose, research questions and interview to the research participants of the study via email. Through the email the researcher asked to participate in the research. After receiving consent, the research participants were contacted again three days before the interview in aim to clarify the suitable day and time of the interview. Researcher conducted interviews with participants using Zoom video call. Using Zoom video call was chosen due to the geographic gap between the interviewer and the participant. The interviews are lasted between 30 to 80 minutes with each participant. In aim to collect correct and quality data, interviews were recorded with the consent of the participant and anonymity was ensured. Interviews was translated from Kazakh/Russian to English in aim to analyze collected data. In result of conducted 10 interviews with the research participants researcher achieved the data saturation required.

### 3.2.2 Documents

This study used official documents as a data collections source. Research used documents from the official websites of the Ministry of Culture and Sports, Ministry of Education, Kazakhstan Football Federation.

Laws, policies and regulations in the field of youth sport, rules and regulations, strategic development plans of these organizations were used in this research. Additionally, researcher used information published in the national media regarding youth sport in schools.

**Table 1**

*Information on research participants in interview*

<p><b>RQ1.</b> How are football programs for youth in school settings conducted and applied in Kazakhstan?</p>	<p>Methods of delivery</p>	<p>All research participants</p>
<p><b>RQ2.</b> What are the roles and relationships of the stakeholders involved in youth football programs?</p>	<p>Roles</p>	<p>MoE</p>
		<p>MCS</p>
	<p>Relationships</p>	<p>KFF</p>
		<p>PE teachers</p>

<p><b>RQ3.</b> What challenges and difficulties are encountered during the participation of the football youth development programs?</p>	<p>Challenges</p>	<p>All research participants</p>
	<p>Difficulties</p>	<p>All research participants</p>

Researcher used the interview questionnaire guide in aim to conduct the interviews. This interview questionnaire guide was sent to the research participants ten days before the actual interview. The interview questionnaire guide is attached in Appendix 1 of this research.

### 3.2.3. Research Participants

Research participants of this study were selected using the purposeful homogeneous sampling technique. Purposeful homogeneous sampling technique is typically used in qualitative studies for the identification and selection of information-rich cases related to the phenomenon of interest.

#### **Demographics**

The participants of the interviews were employees of the Ministry of Education, Committee of Physical Culture and Sport, Kazakhstan Football Federation, physical education teachers, parents and children. 10 research

participants were recruited: 1 administrative worker of the Ministry of Culture and Sports, 1 administrative worker of the Ministry of Education, 1 administrative of the Kazakhstan Football Federation, 2 physical education teachers with at least 5 years of experience, 3 parents and 2 children who participated in football youth development programs in schools for a period more than 2 years.

One of the main research purposes of this study is to understand the role and relationships of stakeholders involved in football youth development programs in school setting in Kazakhstan. In aim to achieve this objective researcher is chosen abovementioned research participants to understand the role and relationships of these stakeholders. Pseudonyms were used for all the names of the research participants for ethical reasons.

**Table 2**

*Demographics of Research Participants*

Research Participants	Affiliation	Years of experience
Administrative workers		
Arman	Ministry of Education	20
Daulet	Ministry of Culture and Sport	8
Almas	Kazakhstan Football Federation	10

Physical education teachers	Name of the program	Years of teaching football program
Bolat	“Football hour”, School League	5
Dairbek	School League, Challenge Cup	5
Youth Guardian	Age of child	Years of child participating in football programs
	13	6
Olga		
Assem	14	5
Aliya	14	4
Youth Participant	Age	Years of experience in the football program
Azamat	14	5
Sergey	13	6

### 3.3. Data Analysis

Qualitative research requires understanding and collecting diverse aspects and data. For the data analysis this study applied the thematic analysis method.

Thematic Analysis is a type of qualitative analysis. It is used to analyze classifications and present themes (patterns) that relate to the data. It illustrates the data in great detail and deals with diverse subjects via interpretations (Boyatzis, 1998). Thematic Analysis is considered the most

appropriate for any study that seeks to discover using interpretations. It provides a systematic element to data analysis. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole contents. This will confer accuracy and intricacy and enhance the research's whole meaning. Thematic Analysis gives an opportunity to understand the potential of any issue more widely.

According to Clarke (2006) Thematic analysis method consists of the following six phases indicated in the Table 3:

**Table 3**

*Phases of Thematic Analysis*

Phase	Description of the process
1. Familiarizing yourself with your data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.



5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Taking into consideration the scarcity of literature on this topic in Kazakhstan, the purpose of this study will be to explore the football youth development programs in school settings in Kazakhstan. This study used in-depth interviews of the potential participants as a one of the data collection sources. Thematic Analysis is one of the effective methods for data interpretation in qualitative research.

Researcher of this study applied abovementioned six phases for the analysis of data collected through the participants interviews. With the help of Thematic Analysis method researcher had an opportunity to identify themes, which are standing out related to the football youth development programs in school settings. In accordance with using thematic analysis method researcher also used as a tool for data analysis, because researcher will be involved in collecting, coding, identifying the themes of data and

finalizing the analysis of collected data. Researcher transcribed the recorded participants interviews and translated them from Kazakh/Russian to English to code the collected information.

### **3.4. Trustworthiness**

Creswell (2014) describes validity as the method by which researchers test the accuracy of the findings by enhancing their ability to determine the accuracy of the findings via the use of many methodologies. Creswell (2014) listed eight methods for assessing the validity of obtained data, and he recommended using multiple methods to strengthen the researcher's capacity to assess the accuracy of findings. This study is used member checking and peer debriefing approaches among eight methods listed by Creswell (2014).

Member checking is a method employed in qualitative research to validate the accuracy of findings. It entails presenting the final report or specific descriptions and themes to the participants and comparing their perceptions to ensure correctness. Unlike verifying the accuracy of raw transcripts, this technique involves sharing refined or partially refined outcomes, such as key findings, themes, case analyses, grounded theories, or cultural descriptions. Additionally, it may involve conducting follow-up interviews with study participants to gather their feedback on the findings.

A peer debriefing strategy is employed to improve the account's accuracy. This procedure entails locating a person (a peer debriefer) to examine and question the qualitative study so that the story will resonate with someone other than the researcher. This strategy—involving an interpretation beyond the researcher's control and invested by another individual—increases the credibility of a report. Abovementioned approaches ensured the trustworthiness of the collected data for this study.

## Chapter IV: Findings

Researcher used thematic analysis for data analysis of gathered information from the interviews of participants. In this chapter researcher is presenting the findings of the current research gathered from the documents and research participants interviews. The official documents and participants interviews were a main source of information for this research. The findings of current research will be discussed focused to the research objectives stated in this thesis which are to find how are football programs for youth in school settings conducted and applied in Kazakhstan, roles and relationships between the stakeholders, challenges and difficulties of stakeholders.

**Table 4**

*Summary of the research findings*

Research questions	Themes	Sub-themes
1. How are football programs for youth in school settings conducted and applied in Kazakhstan?	Methods of delivery	School curriculum and extracurricular Development of sport in school Unique government program

2. What are the roles and relationships of the stakeholders involved in youth football programs?	Roles of the stakeholders	Development of sport in schools Football development Development of mass sport
	Relationships of the stakeholders	Development of sport in schools Initiatives for sport development Inter-ministerial relationship Relationships with parents
3. What challenges and difficulties are encountered during the participation of the football youth development programs?	Challenges	Infrastructure “Top-Down” approach
	Difficulties	Schedule of the events Involvement of stakeholders

#### 4.1. Methods of delivery

Football programs for youth in school settings conducted and applied in Kazakhstan in several ways. Thematic analysis of gathered information revealed the three main methods of delivery, which are school curriculum and extracurricular, development of sport in schools and unique government program.

##### 4.1.1. School curriculum and extracurricular

Ministry of Education has a state standard of education on physical education. In the frame of this state standard of education physical education

teachers have their standard education plan. In Kazakhstan physical education classes are taught three hours per week for each grade in the state schools and every third hour is dedicated to the playing sports.

Physical education teachers have specialization on specific sports such as football, basketball, volleyball, handball, swimming and winter types of sports. Each physical education teacher in the beginning of the year is preparing an educational plan on physical culture for one year in accordance with his/her specialization. Physical education teacher is choosing the type of playing type of sport as a third hour of physical education classes in accordance with his/her specialization. Physical education teachers who have football specialization choose football as a third hour class.

In accordance with the data collected from physical education teachers, children play football more often during physical education classes in spring and early autumn due to weather conditions. In times when two classes have physical education classes at the same time, they play football between each other.

One of the interviewed physical education teachers has told, that during the physical education classes he organized the “Challenge Cup”. It was his own idea to create this Cup in his school. This Cup is organized between children from 5<sup>th</sup> to 9<sup>th</sup> grades as an extracurricular program. The

main purpose of this Cup is to develop interest of the children in football. The Cup is organized as follows, firstly physical education teacher organizes qualification games between all 5<sup>th</sup> to 8<sup>th</sup> graders. After qualification rounds the winners of 5<sup>th</sup> graders play with the winners of 6<sup>th</sup> graders and the same with 7<sup>th</sup> and 8<sup>th</sup> graders in aim to win the Cup. Each month current winners of the Cup need to defend it and games are organized monthly, that is why it is called “Challenge Cup”. Winners of the Cup receive diplomas and get recognition on the school assembly after completion of the Cup.

Physical education teacher has explained about extracurricular program initiated by his school. His school has initiated the project on development of different types of sports. The main purpose of this project is to involve children to sports and healthy lifestyle. Physical education teacher depends on their specialization can apply to participate at this project. According to interviewed physical education teacher:

“I have opened the football class in aim to develop my sport”. [Dairbek]

In the frame of this project physical education teacher should conduct football classes two times per week with the duration one hour each class. School is providing the uniform and balls for the project. Physical education teacher’s get paid for the extracurricular activities additionally in the amount of their salary. This project is running in the school for 5 years.

#### 4.1.2. Development of sport in schools

In 2014 Minister of Education has signed an order “On the approval of the Rules for the formation of student and school leagues, organization and holding sports events among student and school leagues”, which was also agreed by the Minister of Culture and Sport. In accordance with this Order, School League is a sports movement among schoolchildren, the purpose of which is to promote the popularization of school sports and development of one or more sports, organization and conduct of sports activities with schoolchildren. The goal of School Leagues is to attract children from state schools to regular sports.

Tasks of school and student leagues:

- 1) development of team sports and promotion of a healthy lifestyle among the younger generation;
- 2) determination of the best class-teams of the school league of educational organizations in team sports;
- 3) involvement of students of educational organizations in team activities team sports (football, volleyball, basketball and others).

The School League is formed from the class teams of state schools. The class-team is formed from the number of students in grades 6-11 of state schools. The application of the class team is prepared by the physical



education teacher to the principal of the school before ten days to starting of qualification stage. Physical education teacher can form teams among 6-8 graders and 9-11 graders. Physical education teachers choose the players for the teams during the physical education classes in accordance with the skills of the children. The School League is consists of 4 stages: qualification stage, city stage, regional and republican stages. School League is starting in September and ends in April. Conducting of School League on city and regional stages are financed from the regional budget and the republican stage is funded from the republican budget.

Kazakhstan Football Federation (hereinafter – KFF) and Ministry of Education (hereinafter – MoE) in 2018 created a joint project called “Football in schools”. In this project participated around 300 state schools around the country and currently around 1000 schools are involved in this project. MoE jointly with KFF has created an educational plan and methodical recommendations for physical education teachers in aim to teach children from 1<sup>st</sup> to 11<sup>th</sup> grade in schools. According to the research participant from KFF the importance of state schools in this project:

“State schools are important parts of the football community. It is here children begin massively engage in our sport. The “Football in Schools” program aims to make the first experience positive for children”. [Almas]

In the frame of this joint project every third physical education class in the chosen schools was football class. Physical education teachers were teaching the children in accordance with the provided education program. KFF in the frame of this project conducted seminars for physical education teachers, organized meeting with National Team players, football club players and the veterans for children from the schools. KFF also provided all necessary equipment such as uniforms, balls, football bib in aim to run this project. According to the physical education teacher regarding this project:

“Thanks to this project our children was “fired up” to play football. Not only boys, also girls as well. The biggest achievement we had – our girls team won the republican tournament.” [Bolat]

MoE initiated a project on development of sport in state schools.

The purpose of the project is to involve children into sport and to active lifestyle. MoE is providing opportunity to the physical education teachers in state school to conduct the extracurricular classes on the types of sport in accordance with their specialization. Every teacher who is willing to participate in this project needs to fill out the application form with the list of participating children. Afterwards physical education teacher will be hired as a staff of the subsidiary organization of the MoE and will receive the salary. In the frame of this project physical education teachers needs to conduct the football classes for children 3 time a week, each class runs for one and a half

hour. MoE provides all necessary equipment to run this project such as uniforms and balls. This football classes a running after the classes as extracurricular. According to the physical education teacher:

“It is made to attract the children to play football. Not every child has an opportunity to pay for the football classes, but here it is free of charge.” [Dairbek]

#### 4.1.1.3. Unique government program

In April, 2021 Ministry of Culture and Sport (MCS) has signed an Order “On approval of the methodology for per capita regulatory financing of state sports order”. The per capita funding program is named as “ARTSPORT” program, which is designed to involve youth into sport and art activities. This program is designed for youth aged from 4 to 17 years around the country. MCS has launched website for “ARTSPORT” program: [www.artsport.edu.kz](http://www.artsport.edu.kz). On this website parent of a child or a provider of sport services have an opportunity to register as participant of this program. So only those who registered on the website will have access to the program. On the website MCS has allocated a list of sport providers in each city of the country. Also, on the website indicated information about the budget allocated for each city from the government. This program provides opportunity for children to choose the type of sport among 71 sports, which includes Olympic, non-Olympic, for disabled children, national games and etc. Participation in this

program for children is free of charge, all expenses are covered by the government. According to research participant from the MCS:

“Since 1st of May 2021 to this date around 480 000 thousand children are participating in the sport sections in the frame of this program. One of the famous types of sport is football.” [Daulet]

The main aim of the program is to develop a mass sport in Kazakhstan.

In the frame of this program state school have an opportunity to provide an application to the MCS in aim to participate in this program. As a result, children would have an opportunity to participate in the football classes in school for free of charge.

In December, 2021 government has signed the amendment to the “Comprehensive plan on development of physical culture and mass sport for 2020-2025” and included the “ARTSPORT” program, which gives government level focus to this program.

#### **4.2. The roles of stakeholders**

Even though every stakeholder has its own purpose, they are all interested in development of sport in school setting. The role of MoE is directly linked to the sport activities in schools, because schools are directly reporting to MoE. In the frame of this work MoE is responsible for the state obligatory educational standards and standard educational plans in physical education.

The main role of KFF is the development of the football in general in the country including mass sport. In this regard schools are playing the major role, because they cover majority of youth involved in sport. The role of KFF in the football youth development programs in school setting is to share the knowledge and experience in aim to create a program jointly with MoE.

One of the main roles of the MCS is the development of the mass sport in the country. In aim to achieve this objective MCS is closely working with MoE in the frame of development of the sport in schools. MCS jointly with MoE approves the rules and regulations of the sport events in schools. Additionally, MCS is creating the unique programs, which are directed to the development of mass sport in the country.

In accordance with the law “On physical culture and sport” physical education in educational organizations is carried out in educational and during extracurricular time in accordance with state obligatory educational standards and standard educational plans. Physical education is carried out: in preschool organizations in the amount of at least three hours a week, in secondary schools - at least three hours a week, in organizations of technical and vocational, post-secondary education - at least four hours a week, in higher educational institutions implementing programs higher education - at least four hours a week for students of the first and second years of study.

Sports clubs, sections and out-of-school sports and recreation organizations are created for sports activities outside of school hours, which include sports schools of various types, youth physical training clubs, children's and teenage clubs at the place of residence and other legal entities whose activities are aimed at physical education and sports training of preschool children, students and pupils. In order to develop student and school sports, educational organizations can create sports clubs, student and school leagues, sports federations among students and pupils.

In the frame of football youth development programs in school setting in Kazakhstan, MoE is the main stakeholder. According to the research participant from the Ministry of Education:

“The main purpose of our institution is organization of the school, college sport and participation in the International tournaments.” [Arman]

In the frame of this work MoE is creating best practices/guidelines for physical education teachers on how to conduct the physical education classes in schools. In addition, this institution is conducting further qualification courses for the physical education teachers in schools.

MoE is also responsible for the development of school sport. In aim to achieve this goal MoE launched the School Leagues on different types of sport including football and responsible for preparation for Gymnasiade

Games. In the frame of this goal according to the research participant from the MoE:

“Our institution is jointly working with all sport federations. We have federations, which actively participate in the development of mass sport and school sport. Especially KFF has a very good opportunities and actively involved.” [Arman]

In accordance with the law “On physical culture and sport” sports federation - a non-profit organization established in the form of a public association or an association of legal entities in the form of an association (union) for the development of one or more sports.

The KFF is an organization that controls and manages football in Kazakhstan. The headquarters is located in Astana. KFF is engaged in the organization of the national championship, national teams, support, development and popularization of all football in general. Founding stakeholder of KFF is Union of European Football Association (UEFA).

According to the research participant from KFF:

“KFF’s founding stakeholder is UEFA, that it is why it is not reporting to the government of Kazakhstan. In some issues is jointly working with the Ministry of Culture and Sport.” [Almas]

KFF is developing the strategy for the development of football in Kazakhstan and working on its realization.

KFF has department on mass, youth and women football, which is responsible for development of mass football in Kazakhstan.

The state institution "Committee for Sports and Physical Culture of the Ministry of Culture and Sports of the Republic of Kazakhstan" (Committee) is a department of the MCS, which carries out intersectoral coordination and state control in the field of physical culture and sports.

In accordance with the information from the official website of the Committee, it has 8 main directions of activity<sup>7</sup>:

1. Development of sport infrastructure;
2. Summer sports;
3. Winter sports;
4. Sport reserve and methodical provision;
5. Non-Olympic type of sports;
6. Development of mass sport;
7. National types of sports;
8. Working with people with disabilities in sport.

In accordance with the law "On physical culture and sport" Committee is main governing body in sport in Kazakhstan. As it is stated above one of the main directions of activity of Committee is a development of mass sport. According to the research participant from the MCS:

“We conduct the analysis of all regions of the country, where and how the different types of sports are

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<sup>7</sup> Retrieved from: <https://www.gov.kz/memleket/entities/sport/activities/directions?lang=ru>



developed. We have road maps on the development of mass sport in the country.” [Daulet]

In accordance with the law “On physical culture and sport”

Committee has the following main administrative jurisdiction:

1. Ensures the implementation of the state policy in the field of physical culture and sports;
2. Carries out, within its competence, administration and intersectoral coordination in the field of physical culture and sports;
3. Holds republican and international sports competitions, including among veteran athletes, together with accredited republican sports federations and local executive bodies;
4. Organizes and carries out the training and participation of members of the national teams of the Republic of Kazakhstan in sports (national teams in sports) in international sports competitions;
5. Carries out accreditation of republican and regional sports federations;
6. Develops a list of international sports competitions;
7. Approves the rules for the certification of coaches and sports judges on the proposals of the republican accredited federations;
8. Develops and approves the rules for accreditation of sports federations;

9. Annually approves the composition of the national teams and full-time national teams of the Republic of Kazakhstan in sports (national teams in sports) on the proposal of accredited republican sports federations;

10. Approves the unified republican calendar of mass sports events on the proposals of the republican accredited sports federations and ensures its implementation;

11. In agreement with the authorized body in the field of education, develops and approves the rules on the activities of educational organizations in the field of sports;

In accordance with the law “On physical culture and sport” physical education is a pedagogical process aimed at the formation of a healthy, physically and spiritually perfect younger generation. According to the research participant from MoE:

“There is a state standard of education on physical education subject, which has standard education programs for physical education teachers. These two documents are the main documents for physical education teachers.” [Arman]

Physical education classes are carried out by the physical education teachers. Physical education teachers (hereinafter – PE teacher) in Kazakhstan have specialization in different types of sport such as football, volleyball, basketball, handball and etc. Physical education classes in schools of Kazakhstan carried out on the basis of standard educational programs

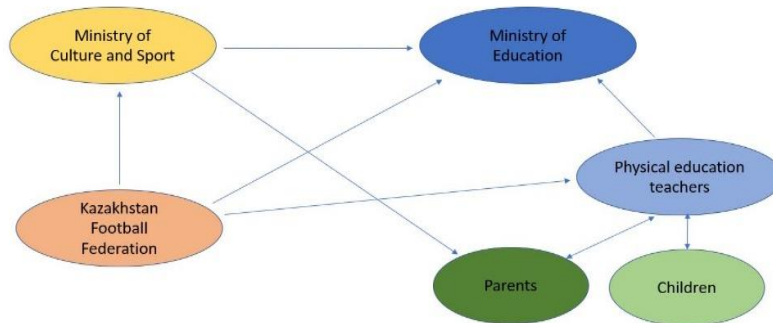
approved by the MoE. According to the PE teacher who have been interviewed:

“In Kazakhstan schools physical education classes are taught three hours per week and each third hour should be playing type of sports. Each third class I was conducting football as a sport game in accordance with my specialization.” [Bolat]

### 4.3. Relationships between stakeholders

**Figure 2**

*Illustration of the relationships between stakeholders*



According to the data collected from the document analysis and the interviews with the research participants, researcher divided them into four main ways.

#### 4.3.1. Development of sport in schools

In the frame of football youth development programs in school setting in Kazakhstan, MoE is in close relationship with the physical education teachers. MoE has a subsidiary organization, which is responsible for the physical education teachers, sport programs in schools and school leagues.

According to the research participant from the MoE:

“The main purpose of our institution is organization of the school, college sport and participation in the International tournaments.” [Arman]

Since 2019 this institution is conducting School Leagues on different types of sport including football. In the schools, PE teachers are responsible for running this League and they are in close relationship with this institution.

In aim to develop the school sport subsidiary organization of the MoE has initiated special program. In the frame of this program every physical education teacher has an opportunity to conduct extracurricular sport classes for children. Subsidiary organization of the MoE in the frame of this program is hiring the physical education teachers as their staff and paying them salary. In aim to participate in this program physical education teacher needs to fill out the application and provide the list of children, who is planning to participate at his/her sport classes.

#### 4.3.2. Initiatives for sport development

MoE is conducting work with the KFF on different directions.

Since 2018 MoE is jointly with KFF working on the program called “Football in schools”. According to the research participant from KFF:

“The purpose of this program is promotion of healthy lifestyle and to introduce children to football. Our slogan is: “Football class – first step to the bright future of kazakh football.” [Almas]

In the result of this program jointly was created “Football hour” program in 300 schools in Kazakhstan and at the moment this program is running in 1000 schools. In the frame of this program every third hour of the physical education classes in schools is football. KFF in the frame of this project is providing training sessions for the physical education teachers, organizing meetings with national team players and providing the necessary equipment, such as uniform and balls.

According to the research participant from the MoE:

“The football world and world of sport is changing; laws and rules are changing. That is why we are working together with KFF on these issues”. [Arman]

In connection with it, another important project between MoE and KFF is further qualification of physical education teachers. In the frame of “Football class” program KFF is providing training sessions for the physical education teachers on category “D” UEFA Grassroots leaders. Every physical

education teacher who is involved in the program passes training courses on category “D” UEFA Grassroots leaders, which gives them opportunity to teach football in schools on a professional level. Also this category opens an opportunity for physical education teachers to open private football classes and teach the children football classes.

In the frame of further qualification courses for physical education teachers starting from the 2023 Ministry of Education is planning jointly with KFF to conduct training sessions on “Referee” category. Taking into account that schools are involved in “Football hour” program and participate in the School League on football, it is very important for physical education teachers to learn the rules and laws in aim to judge these games properly and fairly.

In accordance to the law “On physical culture and sport” Committee of sport and physical culture of the Ministry of Culture and Sport is providing the accreditation to the sport federations. According to the research participant from the MCS:

“This accreditation gives opportunity to the sport federations to conduct official tournaments on the territory of Kazakhstan, so federations are jointly working with the Committee in accordance with the law.” [Almas]

Kazakhstan football federation is interested in the “ARTSPORT” per capita funding program initiated by MCS. According to the research participant from the MCS:

“KFF is very interested in this program. This year jointly with KFF we are planning to approve the program of development of football in the country. Committee is planning to approve government programs to support football for children.” [Daulet]

This program provides opportunity for children to choose the type of sport among 71 sports, which includes Olympic, non-Olympic, for disabled children, national games and and participate free of charge. In the frame of this program private sport clubs, schools, sport sections opened in condominiums have an opportunity to participate, so the coverage of this program is huge. Also, one of the main advantages of this program that it is fully funded by the government. For the KFF is the great opportunity to develop the mass sport in the country taking advantage of the government funding.

#### 4.3.3. Inter-ministerial relationship

Committee is working closely with the Ministry of Education in the frame of development mass sport and school sport. According to the research participant from the MCS:

“Ministry of Education signs the Regulation on each type of sport with the Committee. Then on the basis of this Regulation they can work with sport federations in aim to organize sport tournaments.” [Daulet]

Taking into account that Committee is responsible for mass sport development they jointly work with the MoE on school leagues on eight mass sport types including football.

MCS is jointly working with Ministry of Education in the frame of “ARTSPORT” program. In the frame of this program school can send their application in aim to conduct the extracurricular football classes in the school. This program gives an opportunity for children aged 4 to 17 to participate in football classes in schools on free of charge basis.

#### 4.3.4. Relationship with parents

On the basis of interviews with the research participants, only Committee has strong relationships with the parents of children, who participate in extracurricular football programs in schools. According to the research participant from the MCS:

“Regulations of “ARTSPORT” program has rules on assessment. In accordance with the rules on assessment every parent is assessing the sport service providers where his/her child is participating.” [Daulet]

On the website of the program every parent should assess the sport service providers. In accordance to the assessment completed by the parents the ratings of the sport service providers are formulated. Committee regularly conducts meetings with the parents of the children who participate at the sport



programs in schools. According to the research participant from the Committee:

“These meetings are conducted online and offline and we are closely working with the parents. Every parent has a right to assess the sport service providers.” [Daulet]

The relationship with parents gives the Committee opportunity to assess the programs and take necessary steps to solve the issues related to this program. Taking into account that this program was created for the children aged 4 to 17 the feedback from the parents is very crucial for the Committee, because they reflect the needs of their children. Parents give overall evaluation of the existing sport services providers such as quality of services, infrastructure, number of children participating, safety measures.

#### **4.4. Challenges of stakeholders**

According to the data, which have been collected from the research participants during the interviews reflect on the challenges that stakeholders experience during conducting the football youth development programs in school settings.

*On the basis of collected data from the research participants one of the main challenges in the football youth development programs is infrastructure. Involvement of the stakeholders regarding this issue is very*

*crucial. According to the research participant from the Ministry of Education:*

“MoE is responsible for all programs, which are related to the physical education in schools, so specifically in this field MCS and KFF should be working together. Foundation for elite sport is mass sport.” [Arman]

*PE teachers and the research participant from the KFF also has mentioned the infrastructure as a one of main issue. According to the physical education teacher:*

“I would suggest to start from the basement, so to start with covered football fields outside of the school. Due to weather conditions children cannot play football when weather is cold.” [Bolat]

*According to the research participant from the KFF:*

“From October until April you can’t play football outside due to weather conditions, temperature goes down to -40C. We have 6 northern regions where winter is sixth month, that is why we need to build covered football grounds.” [Almas]

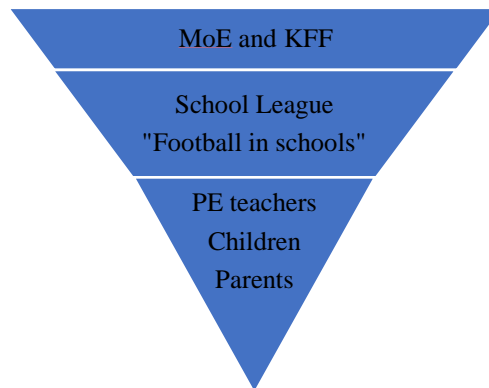
KFF and MCS are interested in the development of mass sport in the country. Taking into account weather conditions and lack of covered football grounds in schools, KFF and MCS could consider creating a road map related to the football infrastructure in schools. KFF could use the UEFA funds in aim to support the building of infrastructure in schools. MCS in aim to develop the mass sport in the country could include the schools as a priority infrastructure for the development of sport in the country. In case of joint

work of the stakeholders MoE, KFF and MCS it would be possible to attract the necessary funds and expertise in aim to solve the issue with the infrastructure in schools, which will benefit all the stakeholders in the future.

*Another challenge that stakeholders experience during conducting the football youth development programs in school settings is so called “Top-Down” approach (see Figure 4).*

**Figure 3**

*Illustration of the “Top-Down” approach*



The “Top-Down” theory is a hierarchy-based framework that emphasizes decision-making at the top of the chain and the subsequent implementation of those choices at lower levels of command. The “Top-Down” approach is predicated on the idea that decisions made at the top of an organization's hierarchy have a higher chance of succeeding. This

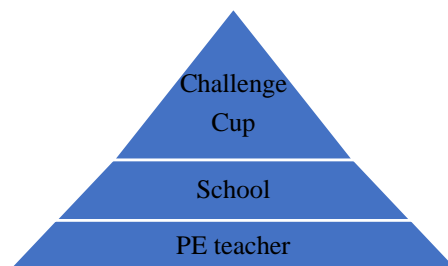
eventually has a trickle-down effect, making it feasible to have the desired impact on an organization's or its vision's lower levels.

In case of football youth development programs in schools “Top-Down” approach leads to poor communication with the PE teachers, children and parents. Also, it does not give an opportunity to see the difficulties that the participants face in aim to take necessary measures.

The PE teacher who gave the interview says that he came up with the idea of creating the “Challenge Cup” in his school as an extracurricular program. The idea of this Cup was to create monthly football tournaments between the 5<sup>th</sup>-8<sup>th</sup> graders. Each month current winners of the Cup need to defend it and games are organized monthly, that is why it is called “Challenge Cup”. The abovementioned idea of the PE teacher reflects the “Bottom-Up” approach (see Figure 5).

**Figure 4**

*Illustration of the “Bottom-Up” approach*



*This “Bottom-Up” approach gives opportunity to satisfy the needs of all participants and to quickly adjust the necessary changes, which makes the program very flexible and effective.*

#### **4.5. Difficulties**

*During conducting the interviews with the research participants one of the main difficulties of the football youth development program for stakeholders is the schedule of the event. According to the physical education teacher:*

“Regarding the football School League I would suggest to change the schedule of the tournament, because calendar is tight. Sometimes we have trainings on weekends, teachers also humans and they want to spend time with their family.” [Bolat]

Besides the School League PE teachers have their own physical education classes to conduct, which their main responsibility. School League is an extracurricular event in which PE teachers are involved, so they spend their additional time outside of the physical education classes in aim to prepare the team and participate in the games. For participation in School League PE teachers do not get paid extra money.

*MoE is also concerned about the schedule of the event and according to the research participant from the Ministry of Education:*

“We want to change the format of the tournament. If we want parents to be proud of their children, we need to conduct the School League on weekends with participation of parents.” [Arman]

At the moment School League is conducted during the weekdays, which does not give an opportunity for the parents of the children to participate at this event. MoE is aware about the poor involvement of the parents in this event, that is why they are considering the issue on changing the schedule of the School League from weekdays to weekends.

*Children as a main participant of the School Leagues also concerned about the schedule of the tournament. According to the research participant:*

“It would be better to organize the tournament on the weekend in aim to not miss the classes. Also the interval between the games was one or two days, so we didn’t have a chance to prepare better for the games.” [Sergey]

The current schedule affects the academic life of children, because they miss the classes during the School League. The other reason why children are concerned about the schedule of the event is lack of time for recovery. During the School League in one day children play 4-5 games and same number of games on the next day of the event, which is difficult for children from the physical perspective.

*During the interviews with the parents of the children, who also was concerned with the schedule of the tournament. According to one of the parents:*

“I never participated at the games of my son, because I’m working during weekdays. If the games would be on weekends, surely, I will participate and support my son.” *[Olga]*

Most of the parents of the children who participate in School League are working. The School League schedule overlaps with their work schedule, that is why parents do not have an opportunity to participate and watch the games of their children.

*Involvement of the stakeholders of football youth development programs is also concerned as one of the difficulties. According to the physical education teacher:*

“It would be great if KFF staff could participate in evaluation of talented football players in schools, because not all children have an opportunity to go further and to be noticed by professional clubs.”  
*[Dairbek]*

*In addition, KFF could take participation in the football School Leagues by providing consulting services on how to run the events and also to provide coaches and referees.*

*According to the interviews with the parents of the children who participate at the football youth development programs, they are not involved as a stakeholder. According to the parent of the children:*

“Most of the information about the football programs in school I receive from my son. Physical education teacher contacts with me just to ask permission about the participation of my son in School League.”  
[Olga]

*After the interview one of the parents of the children shared the following information:*

“Thank you for the opportunity to speak and share my experience about my son’s participation in football programs. It was a new experience for me.” [Assem]

*These statements shows that the parents of the children are not involved fully as a stakeholder in the football youth development programs in schools. Parents of the children are willing to participate and support their children during the football programs, but there is a poor communication with them. Also, according to the interviews with the parents, they do not recognize themselves as a stakeholder of the football youth development programs in school setting.*



## **Chapter V: Discussion**

The present study aimed to examine the roles and relationships of stakeholders in football-based youth development programs in school settings in Kazakhstan. By focusing on the unique context of schools, this research contributes to our understanding of how stakeholders interact and collaborate within the educational environment to promote youth development through football.

### **5.1 Relationships between stakeholders**

The findings of this study provide insights into the primary stakeholders involved in football-based youth development programs in school settings. These stakeholders include sport and education administrators, PE teachers, children and their guardians. Each stakeholder plays a distinct role in shaping the program and influencing the development of young children. MoE, MCS and KFF often collaborate closely to integrate football activities with academic curricula and physical education programs. MoE, MCS and KFF play a crucial role in program coordination, resource allocation, and overall support.

The research also shed light on the relationships and interdependencies among these stakeholders in the school setting. Effective

communication and collaboration among stakeholders were identified as critical factors for the success of football-based youth development programs. Collaboration between stakeholders is essential to address logistical challenges, optimize resource allocation, and ensure program integration within the school's overall educational framework (Mackintosh, 2014).

According to the research findings there is a room for development in the frame of relationships of stakeholders particularly involving the guardians of the children. Firstly, in accordance to the data collected from the interviews with the guardians of the children, they have communication only with the physical education teachers regarding football-based youth development programs. According to the findings of this research guardians of the children know little about the stakeholders of the football-based youth development programs. Parents could provide support, encouragement, and logistical assistance to ensure their children's participation.

There is also a possibility of expanding the current relationships between MoE and KFF. KFF can share their experience and expertise in the frame of organizing of the School League. According to the interview participant from KFF, KFF could help to MoE in the issues of designing the schedule of the event and also they could provide coaches and referees to support the events. This might solve the difficulties related to the schedule of

the School League, which are faced by the physical education teachers, children and their guardians.

## **5.2 Importance of infrastructure**

According to Lim et al. (2011) adequate provision of infrastructure encourages engagement in sports. PE teachers and research participant from KFF has indicated the lack of the covered fields as one of the main challenges for the football-based youth development programs in school settings in Kazakhstan. According to the research participant from KFF winter in six regions of the country is from October until April, which makes it impossible to conduct the football-based youth development programs on the open football fields. PE teachers mentioned that the existence of proper infrastructure is the core basement of the football-based youth development programs. Lack of covered fields doesn't allow the uninterrupted provision of the football-based youth development programs in these six regions of the country.

This research revealed three primary methods of delivery, which are school curriculum and extracurricular, development of sport in schools and unique government program. In regard to the infrastructure collaboration between MoE, KFF and MCS is essential to address and solve this issue.

## **5.3 Limitations and Strengths**

One of the strengths of this research is its focus on football-based youth development programs specifically in school settings in Kazakhstan. By examining the roles and relationships of stakeholders within the educational context, the study provides valuable insights into a unique and important setting for youth development. This focus allows for a deeper understanding of how stakeholders interact and collaborate within the school environment to promote the holistic development of young children.

Another strength of this research is its comprehensive approach to stakeholder analysis. By identifying and examining the perspectives and contributions of various stakeholders, including PE teachers, children and their guardians, sport and education administrators, the study offers a holistic view of the stakeholder landscape. This comprehensive analysis enhances the richness and depth of the findings, providing a more nuanced understanding of the dynamics and interactions among stakeholders involved in football-based youth development programs in school setting in Kazakhstan.

The limitation of the research is that this research primarily focuses on children who are participated in the football-based youth development programs. Opinions and experience of the children who did not participate in the football-based youth development programs could provide additional

insights into the dynamics of football-based youth development programs in school settings.

#### **5.4 Conclusion**

This research has examined the roles and relationships of stakeholders in football-based youth development programs within school settings in Kazakhstan. The findings shed light on the diverse stakeholders involved in these programs and their interactions, providing valuable insights for practitioners, policymakers, and researchers in the field of youth development.

The research has revealed the key stakeholders involved in football-based youth development programs in schools, including PE teachers, children and their guardians, sport and education administrators. Each stakeholder plays a distinct role in shaping the program and influencing the development of young children. Understanding the perspectives, contributions, and interdependencies among these stakeholders is crucial for fostering a supportive and conducive environment for holistic children development.

Future research should examine the roles and relationships of other stakeholders not included in this research such as media, professional football

clubs of the cities, school administrators, sponsors and NGO in order to broaden the generalizability of the study's findings.

In conclusion, this research emphasizes the importance of recognizing and engaging key stakeholders within school settings to promote the holistic development of young children. Effective stakeholder roles and relationships are vital for the success of football-based youth development programs in school settings. The findings of this study provide a foundation for further research and practical implications for designing and implementing youth development programs that address challenges and difficulties and maximize the benefits for all stakeholders involved. Continued research and collaboration among researchers, practitioners, and policymakers are crucial for advancing the field of football-based youth development in school settings and ensuring the long-term positive impact on young children.

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# SAppendix 1

## Interview questions

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### **RQ1. How are football programs for youth in school settings conducted and applied in Kazakhstan?**

1. What kind of football programs for youth in schools exist in Kazakhstan?
2. Why do you think football programs for youth in schools are important?
3. How you will describe the football programs for youth in school setting?
4. How long are football programs for youth in schools are running?

### **RQ2. What are the roles and influence of the stakeholders involved in youth football programs?**

1. Who are the main stakeholders in youth football programs in school setting and why?
2. How you will describe the relationship between the stakeholders involved in youth football programs in school setting?
3. How stakeholders involved in youth football programs interact between each other?
4. Who do you think are the main stakeholders in football programs in school and why?

### **RQ3. What kind of challenges and difficulties youth experience during the participation at the football youth development programs?**

1. How did you start playing football?
  2. Why did you choose football?
  3. What is your experience playing football in school?
  4. Who is your role model and why?
  5. How supportive are your parents on your participation in football in school?
  6. How does football participation affect your academic life?
-

국문 초록

## 격투종목 운동선수들의 목소리:

필리핀스포츠기관 사례 중심으로

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