



Study Group
Scheme

The philosophy of youth development at the Belgian FA

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10.10.11 17:45 - 18:15

Development Vision of the Belgian FA

- Development vision of the Coach Education School is the reference
 - has been developed, taught and adapted for 8 years
 - has been tested in practice during training sessions at the topsport school and in the national youth teams
- Adjustment of the playing systems since the season 2003-2004
 - 5-5, 8-8 and 11-11 instead of 5-5, 7-7, 9-9 and 11-11
 - based upon scientific research (KUL)
- Spreading of the vision towards all Belgian FA projects and Belgian clubs
- The final product has a wide bearing surface: consultation and feedback of clubs, youth coaches, teachers, ...



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DEVELOPMENT VISION OF THE BELGIAN FA



1. The **FUN**-aspect

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FUN = learning while playing !



- As a tribute to the once so popular street football
- To offer many 'fun' moments of learning during the education
- From playing pleasure to training pleasure and competition pleasure

The pleasure to play and the pleasure to learn = to play football!

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FUN = learning while playing !



- Fun for everyone: from 5 year old to professional player
- Even adults come to the training session to play a game
- Fun for every player, the less talented included!



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FUN = learning while playing !



EACH PLAYER

- plays football almost all the time
- touches the ball frequently
- gets many scoring occasions
- can play freely
- is encouraged by his coach
- is supported by the parents



FUN = learning while playing !



**We lost, we won,
either we have fun !**

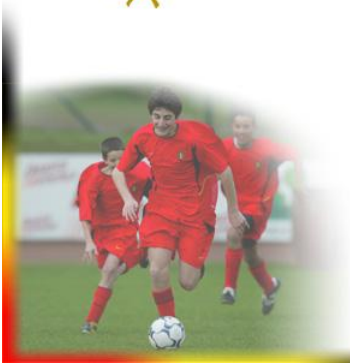
11



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2.

The EDUCATION aspect



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EDUCATION = learning step by step



EXPLORATION
= to get used to the ball
(5 – 7 years)



INDIVIDUAL development based
upon (7 – 17 years):

Basic skills and tactics
= **BASICS**



Functioning in team
= **TEAM TACTICS**



COMPLETION = Integration in adult
football (from 17 years on)





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3. ZONE PHILOSOPHY

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FOOTBALL IN ZONE AS DEVELOPMENT PHILOSOPHY



Zone

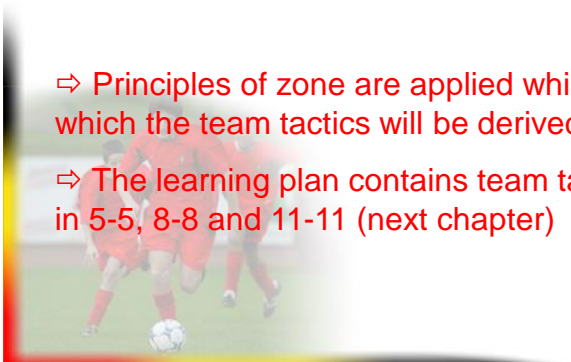


Individual marking !

A playing concept and not a playing system!

Principles in loss of the ball (B-) and in possession of the ball (B+)!

- ⇒ Principles of zone are applied while playing 11 vs 11 from which the team tactics will be derived.
- ⇒ The learning plan contains team tactics which are learned in 5-5, 8-8 and 11-11 (next chapter)



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ZONE PHILOSOPHY: WHY ?



To improve

- ☞ the reading of game situations
- ☞ the process of "decision making"
- ☞ the courage to take initiatives
- ☞ the collective game (defense and attack)
- ☞ the ability to communicate
- ☞ the ability to concentrate

ZONE WITH YOUTH FOOTBALL PLAYERS

=

Putting brains in the muscles !

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4.

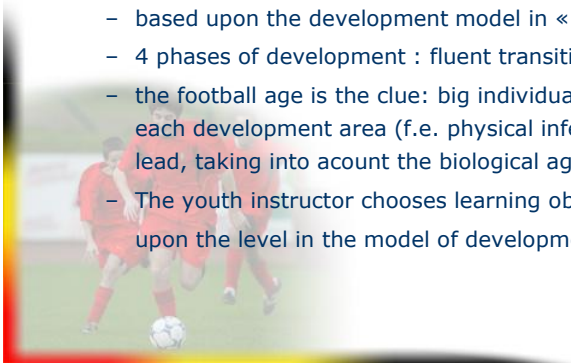
THE LEARNING PLAN

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THE MODEL OF DEVELOPMENT IN FOOTBALL



- To learn is:
 - a continuous process: objectives of development via.... via.... to (= lines of development)
 - cumulative: the acquired skills represent the basis for the skills yet to be learned
- The model of development in football:
 - based upon the development model in « ball sports »
 - 4 phases of development : fluent transition of one phase into the other
 - the football age is the clue: big individual differences are possible in each development area (f.e. physical inferiority in relation to mental lead, taking into account the biological age)
 - The youth instructor chooses learning objectives and contents based upon the level in the model of development

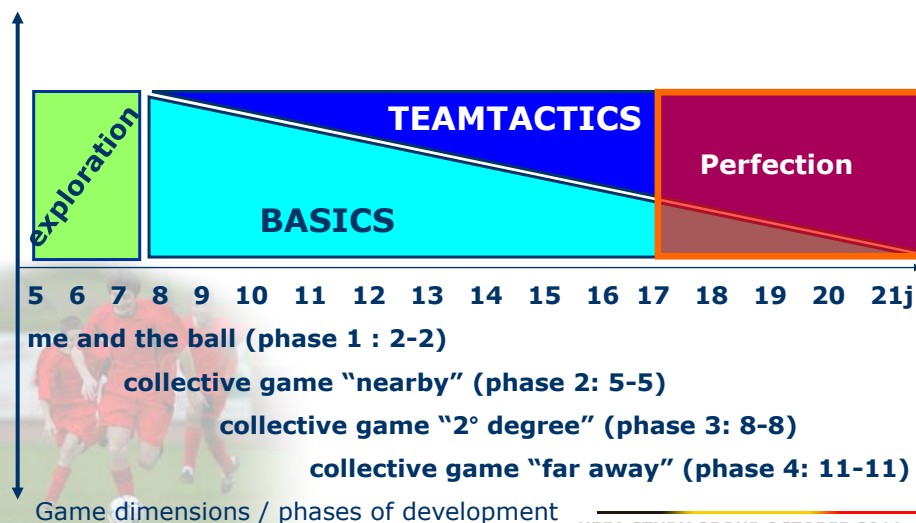


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THE DEVELOPMENT MODEL IN FOOTBALL

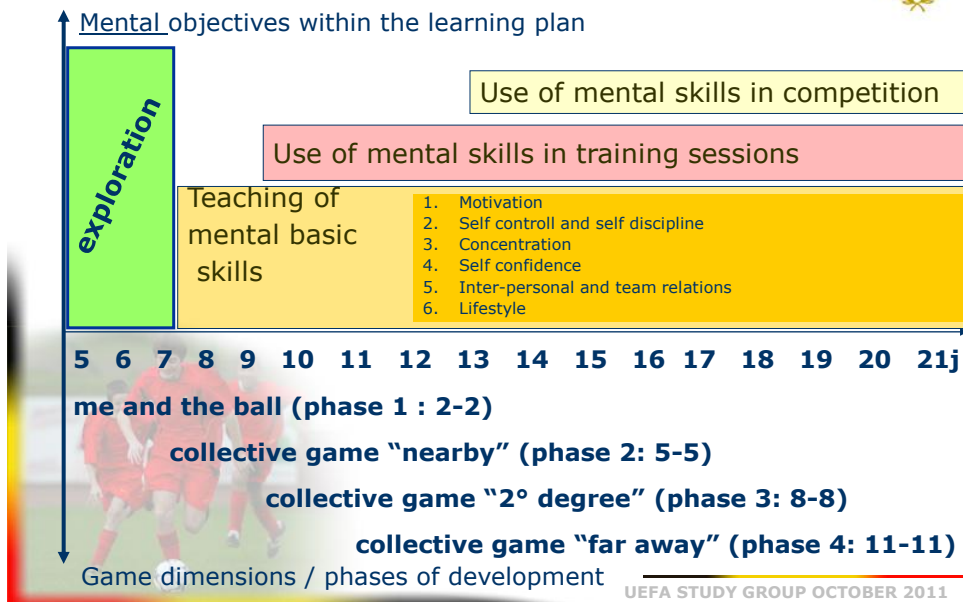


Technical and tactical objectives within the learning plan

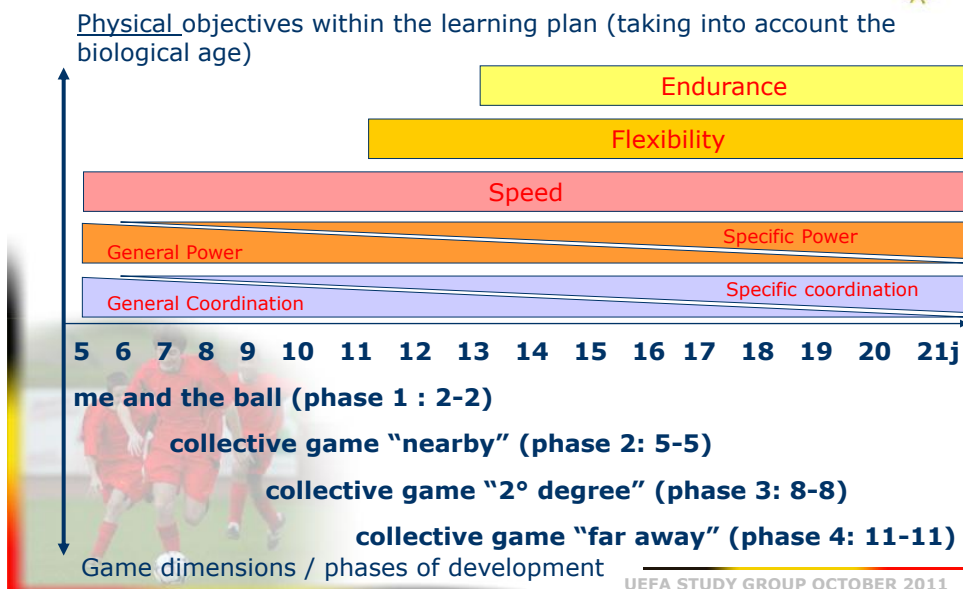


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THE MODEL OF DEVELOPMENT IN FOOTBALL



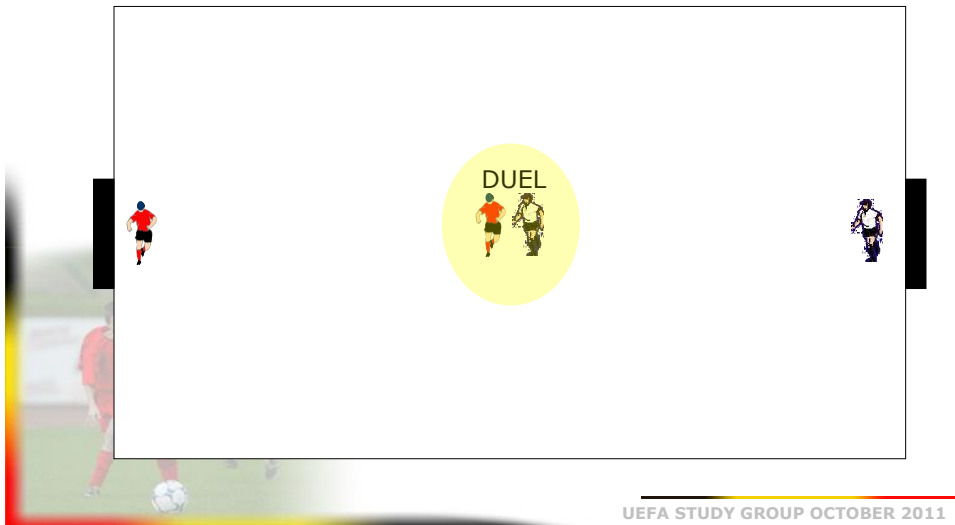
THE DEVELOPMENT MODEL IN FOOTBALL



THE DEVELOPMENT MODEL IN FOOTBALL



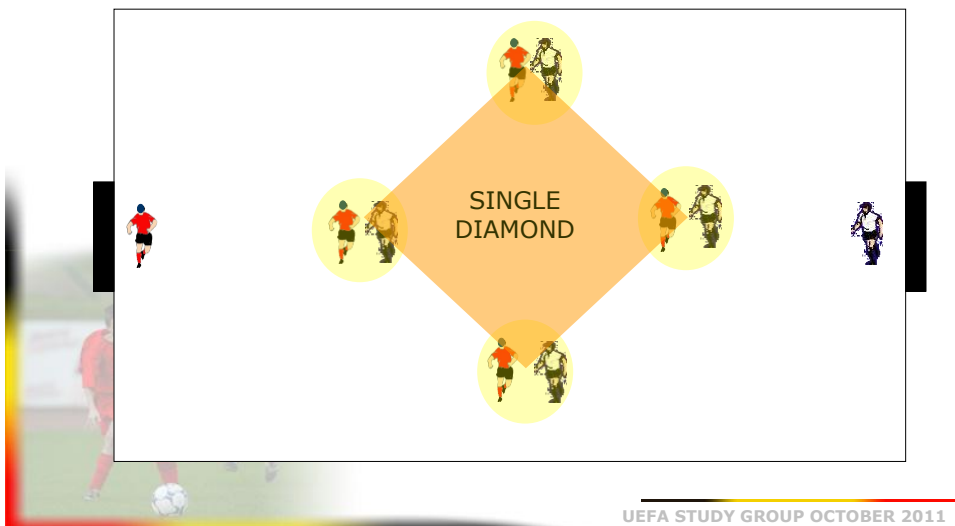
2 v 2 : duel (20m to 12m)



THE DEVELOPMENT MODEL IN FOOTBALL



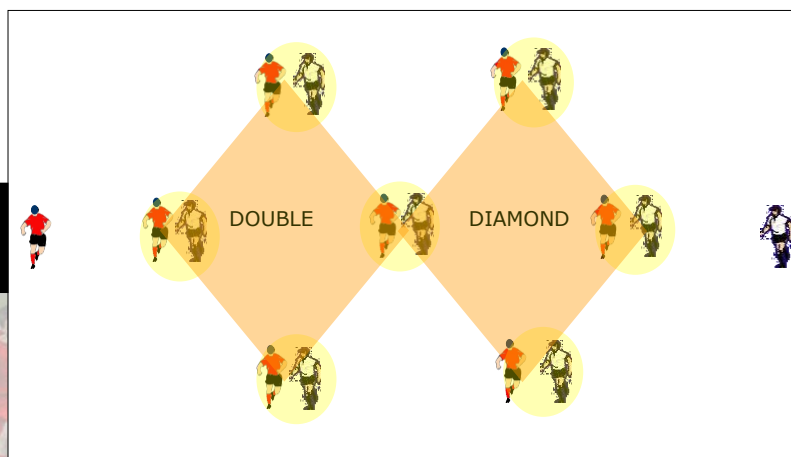
5 v 5 : single diamond (35m to 25m)



THE DEVELOPMENT MODEL IN FOOTBALL



8 v 8 : double diamond (60m to 40m)

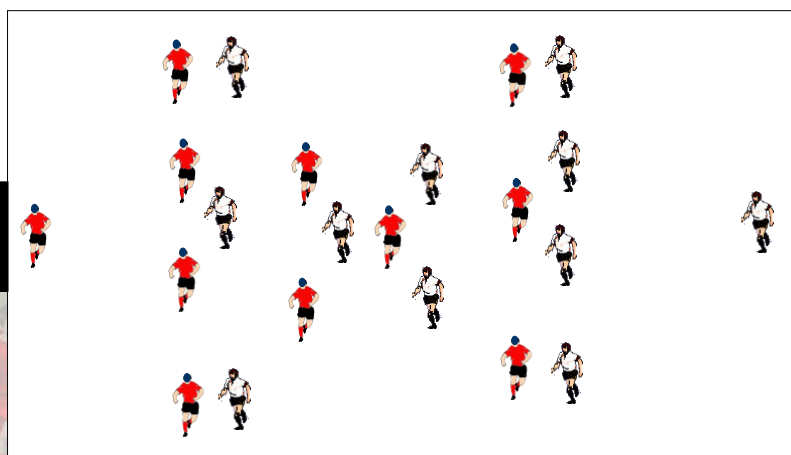


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THE DEVELOPMENT MODEL IN FOOTBALL



11 v 11 : 1-4-3-3 (100m to 60m)



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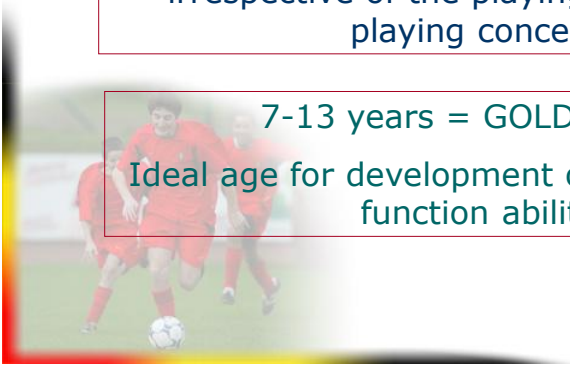
BASICS : definition



The whole of technical and tactical skills (BASIC COMPETENCES) needed by a player to function well within a 11 vs 11, irrespective of the playing system and playing concept

7-13 years = GOLDEN AGE

Ideal age for development of psycho-motor function ability



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TEAM TACTICS : definition



The whole of actions to function as well as possible as an individual player within a team, irrespective of the system and concept of play, and making use of the basics, the physical and mental skills



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Description of different aspects according to the development model



Description of different aspects according to the development model



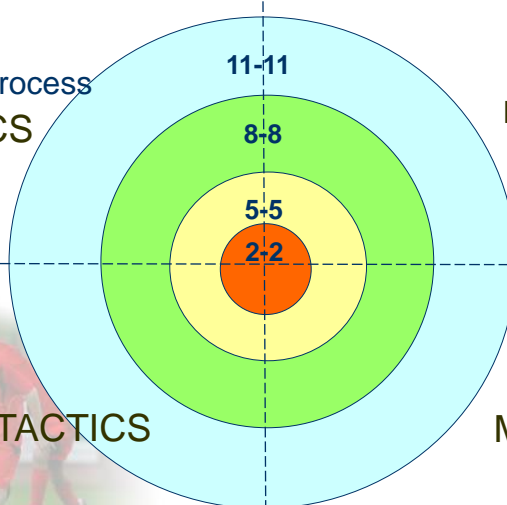
To learn is a cumulative process

BASICS

PHYSICAL

TEAM TACTICS

MENTAL



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Description of different aspects according to the development model



- Setting out the basics and team tactics for each development level
- Setting out the training session topics on a physical level
- Setting out the characteristics on a mental level

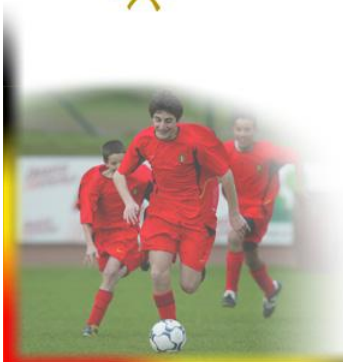
	BASICS	TEAM TACTICS	PHYSICAL	MENTAL
2-2 5-7 years				
5-5 7-9 years				
8-8 9-11 years				
11-11 (1) 11-13 years 13-15 years				
11-11(2) 15-17 years				

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5. GAME and INTERMEDIATE forms



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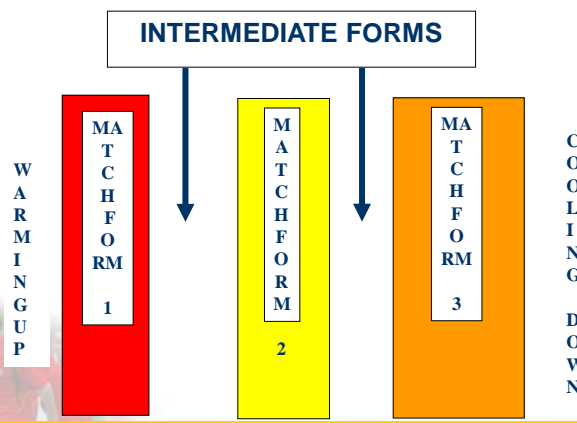
THE LAW OF THE TRANSFER



“An acquired skill in the application of certain activities (**training session**) can only be transferred into a new condition (**the match**) when there exists a maximum of resemblances between the two situations”

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BUILT-UP OF A TRAINING SESSION



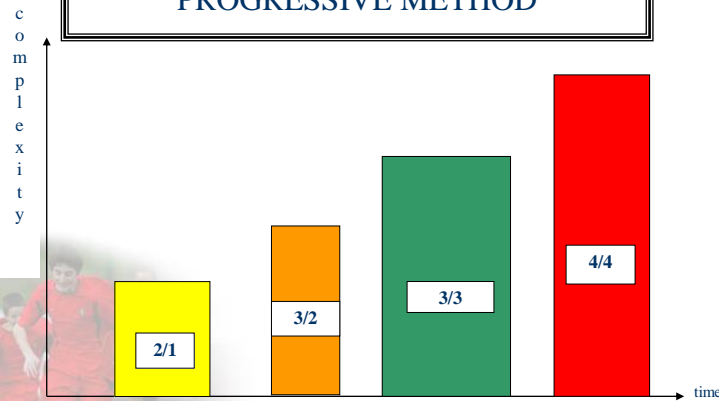
Variation of match forms and intermediate forms
1 session can include different training units

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METHODICS



PROGRESSIVE METHOD



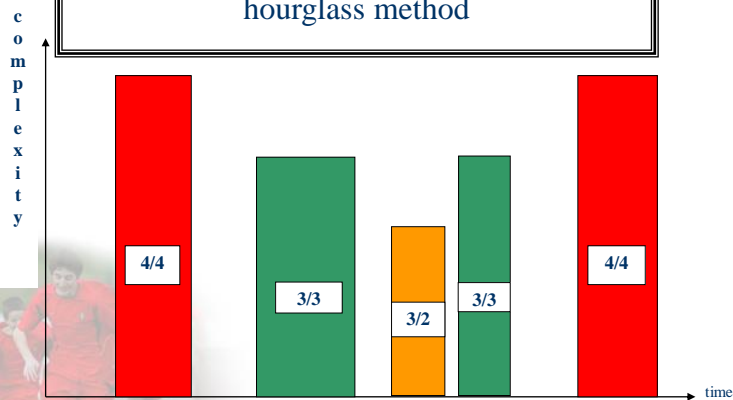
In the beginning: most simple match form (f.e. 2 against 1), afterwards evolution to more complex forms and ending with the most complex match form (f.e. 4 against 4).

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METHODICS



hourglass method



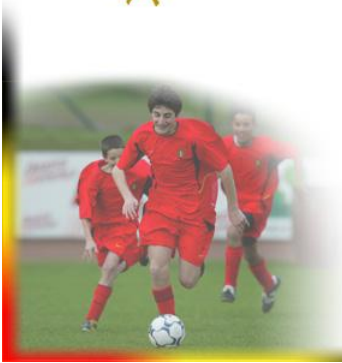
During the recognition phase: starting with the end form, and afterwards evolving toward the most simple match form needed to solve a problem. Afterwards, more complex forms are progressively introduced and at the end the same match form is used as at the beginning.

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6. FOCUS ON THE PLAYER



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FOCUS ON THE PLAYER



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Strong learning environment



Definition

- Inspiring and stimulating learning environment
- Interaction youth instructor and player
- Match focused tasks and game situations
- Player is given the opportunity to solve the game problems himself
- Learning environment is responsible for learning results



FOCUS ON THE PLAYER



- 👍 Let him
 - make his own decisions
 - experience (own experience)
- 👍 Support him, be patient and give him confidence
- 👍 Help him
 - to make the right decisions
 - to find a solution
 - with a positive coaching

Give a man a fish, you feed him for a day ...

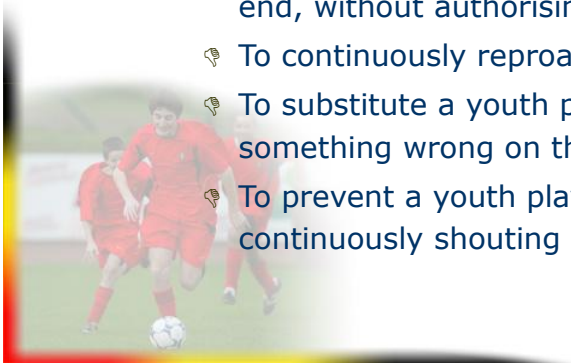
Teach a man to fish, you feed him for a lifetime !

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FOCUS ON THE PLAYER



- ☹ training like adults, encouraging an outspoken 'championship' behaviour
- ☹ Not to give everyone the same amount of playing opportunity
- ☹ To impose guidelines from the beginning to the end, without authorising the player to intervene
- ☹ To continuously reproach a less talented player
- ☹ To substitute a youth player when he has done something wrong on the field
- ☹ To prevent a youth player to make a decision by continuously shouting what he should do



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