



THE PHILOSOPHY OF YOUTH DEVELOPMENT AT THE BELGIAN FA

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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, ...

Development Vision of the Belgian FA

4. Actor = **PLAYER**

3. Method = **GAME** and intermediate forms

2. Programme = **LEARNING PLAN**

1. Philosophy = **ZONE**

Youth
Player



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adult
football player



Development Vision of the Belgian FA

1.

The FUN-aspect



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!

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!



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 !**



DEVELOPMENT VISION OF THE BELGIAN FA

2.

**The EDUCATION
aspect**





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)





DEVELOPMENT VISION OF THE BELGIAN FA



3. ZONE PHILOSOPHY

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)

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 !



DEVELOPMENT VISION OF THE BELGIAN FA

4.

THE LEARNING PLAN



THE MODEL OF DEVELOPMENT IN FOOTBALL

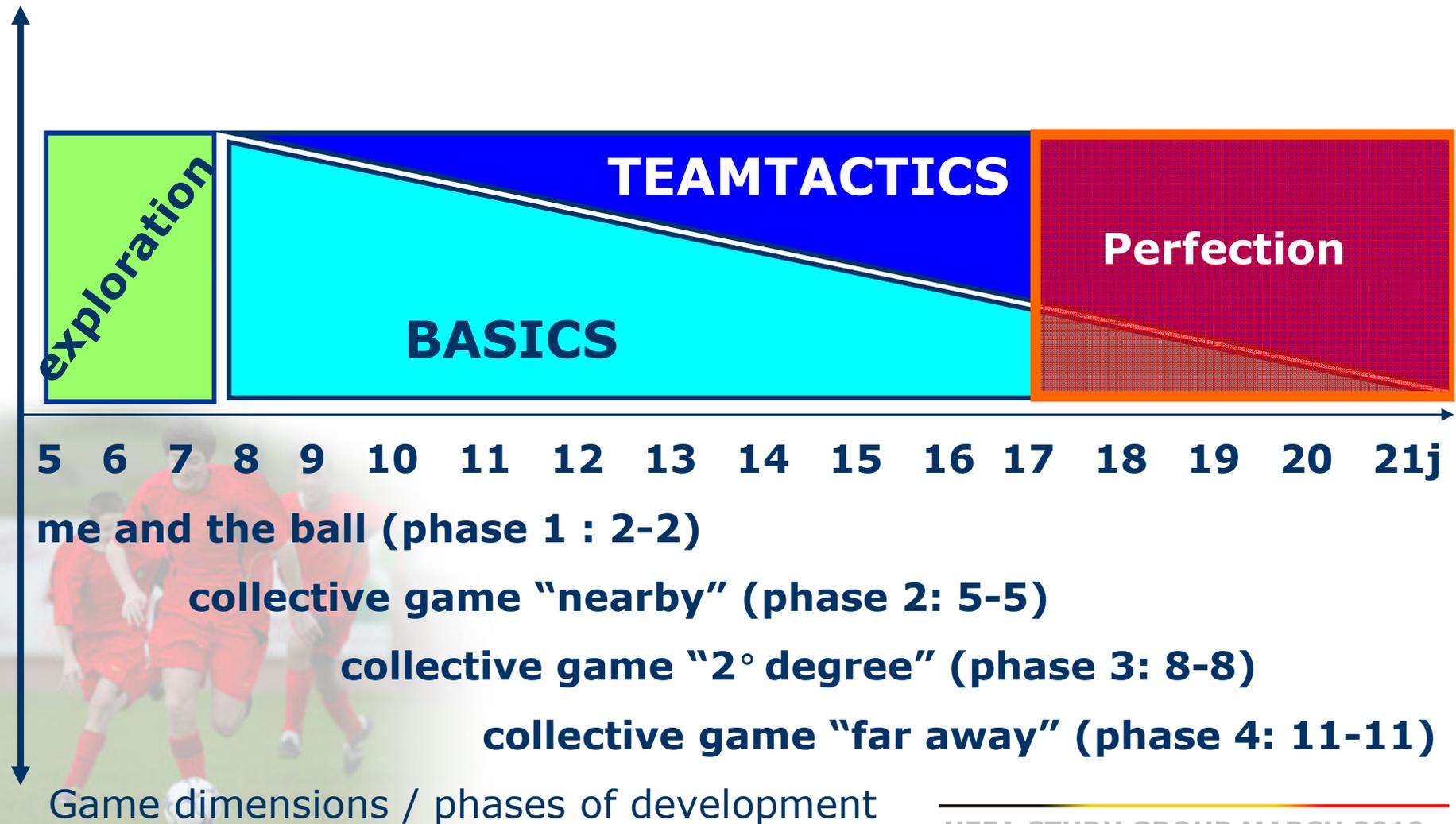


- To learn is:
 - a continuous process: objectives of development via.... via.... to (= lines of development)
 - cumulative: the acquired skills represent the basis for the skills yet to be learned
- The model of development in football:
 - based upon the development model in « ball sports »
 - 4 phases 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

THE DEVELOPMENT MODEL IN FOOTBALL



Technical and tactical objectives within the learning plan



THE MODEL OF DEVELOPMENT IN FOOTBALL



↑ Mental objectives within the learning plan

exploration

Use of mental skills in competition

Use of mental skills in training sessions

Teaching of mental basic skills

1. Motivation
2. Self control and self discipline
3. Concentration
4. Self confidence
5. Inter-personal and team relations
6. Lifestyle

5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21j

me and the ball (phase 1 : 2-2)

collective game "nearby" (phase 2: 5-5)

collective game "2° degree" (phase 3: 8-8)

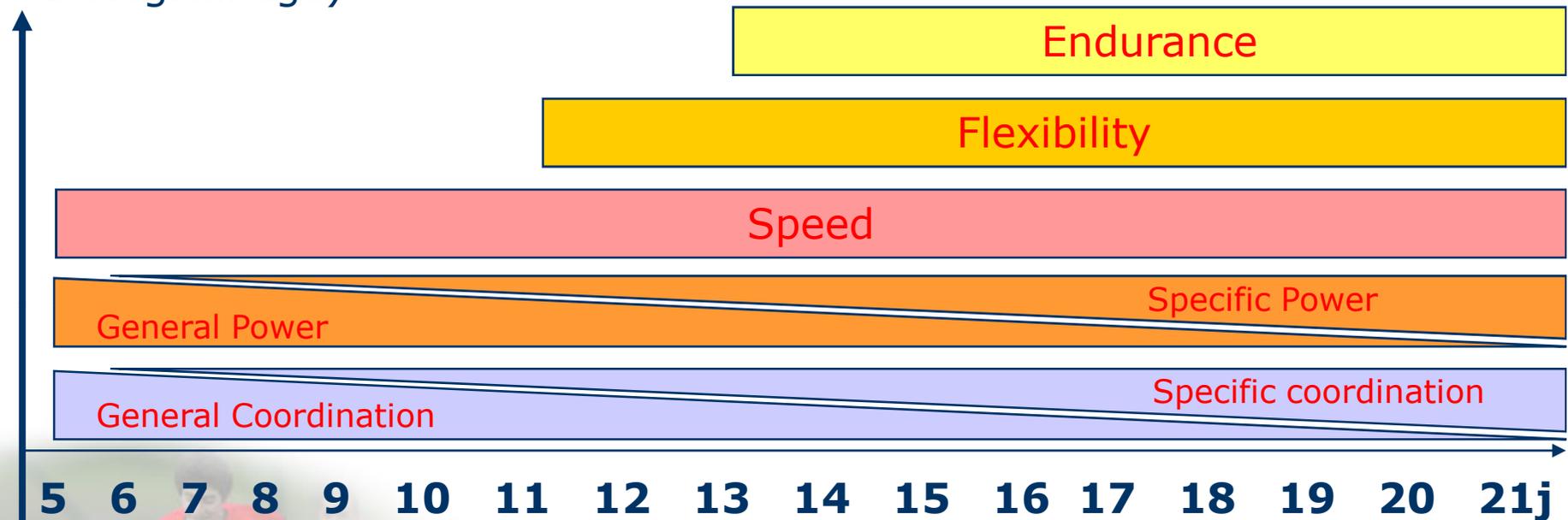
collective game "far away" (phase 4: 11-11)

Game dimensions / phases of development

THE DEVELOPMENT MODEL IN FOOTBALL



Physical objectives within the learning plan (taking into account the biological age)



me and the ball (phase 1 : 2-2)

collective game "nearby" (phase 2: 5-5)

collective game "2° degree" (phase 3: 8-8)

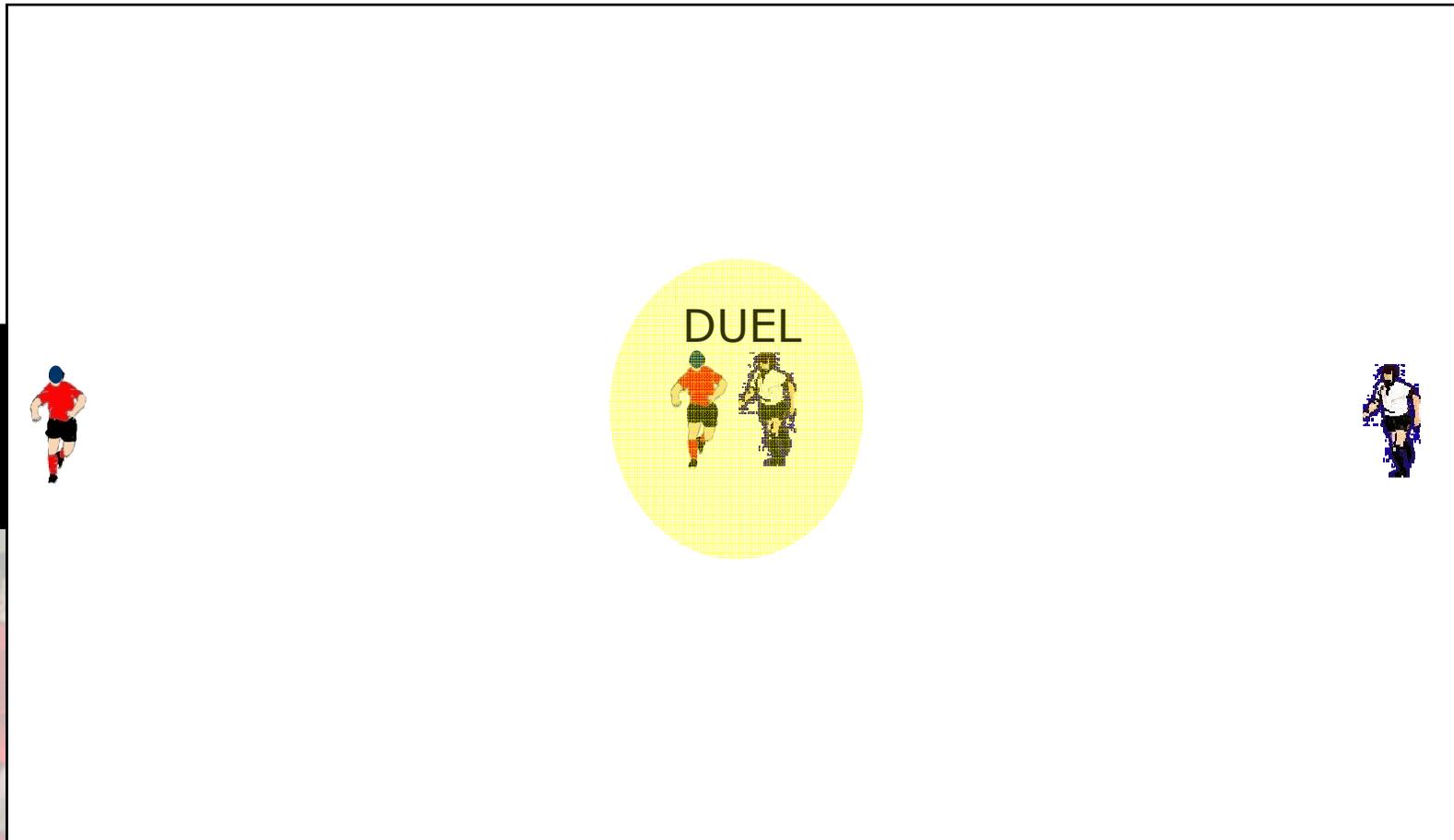
collective game "far away" (phase 4: 11-11)

Game dimensions / phases of development

THE DEVELOPMENT MODEL IN FOOTBALL



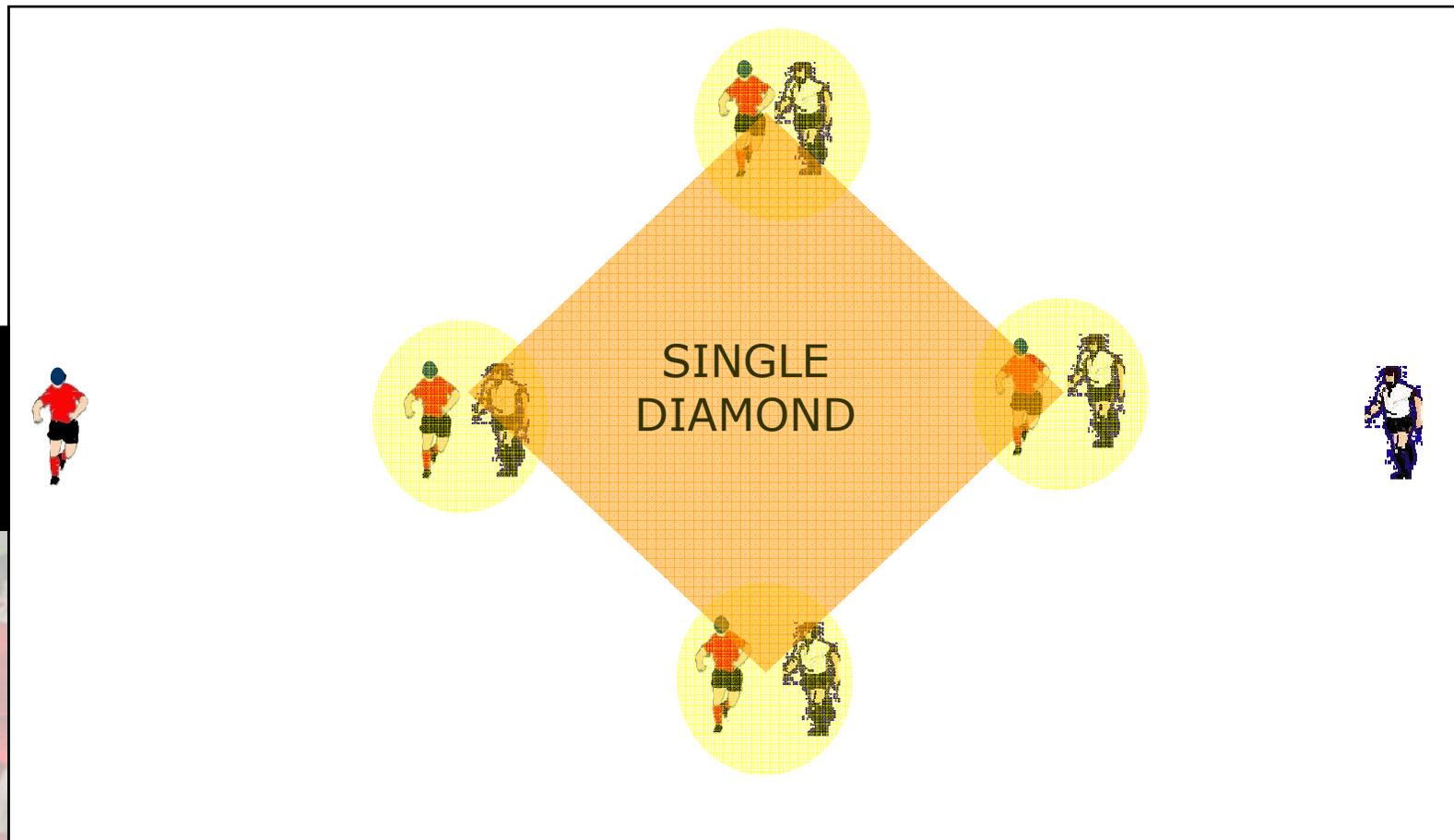
2 v 2 : duel (20m to 12m)



THE DEVELOPMENT MODEL IN FOOTBALL



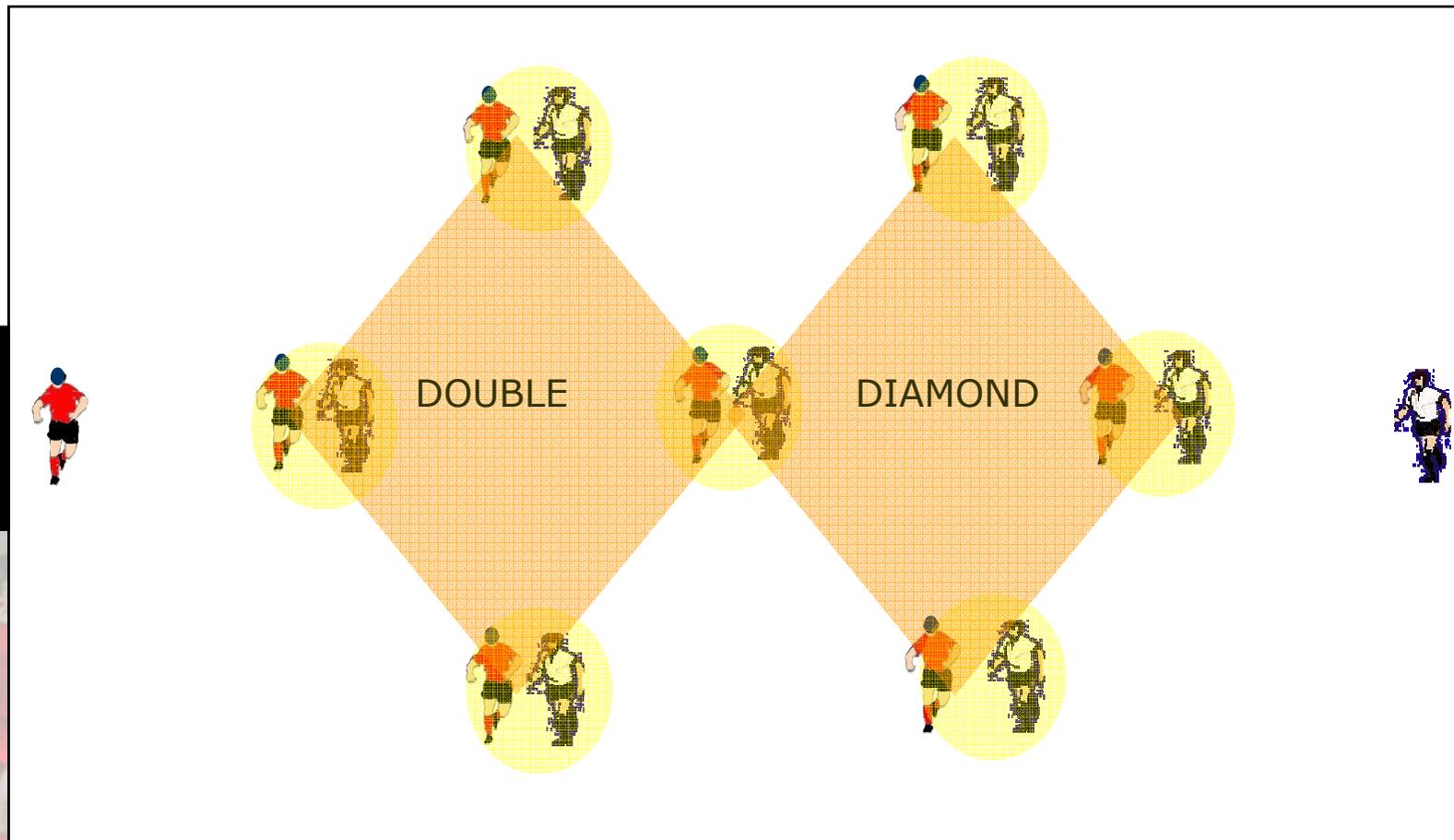
5 v 5 : single diamond (35m to 25m)



THE DEVELOPMENT MODEL IN FOOTBALL



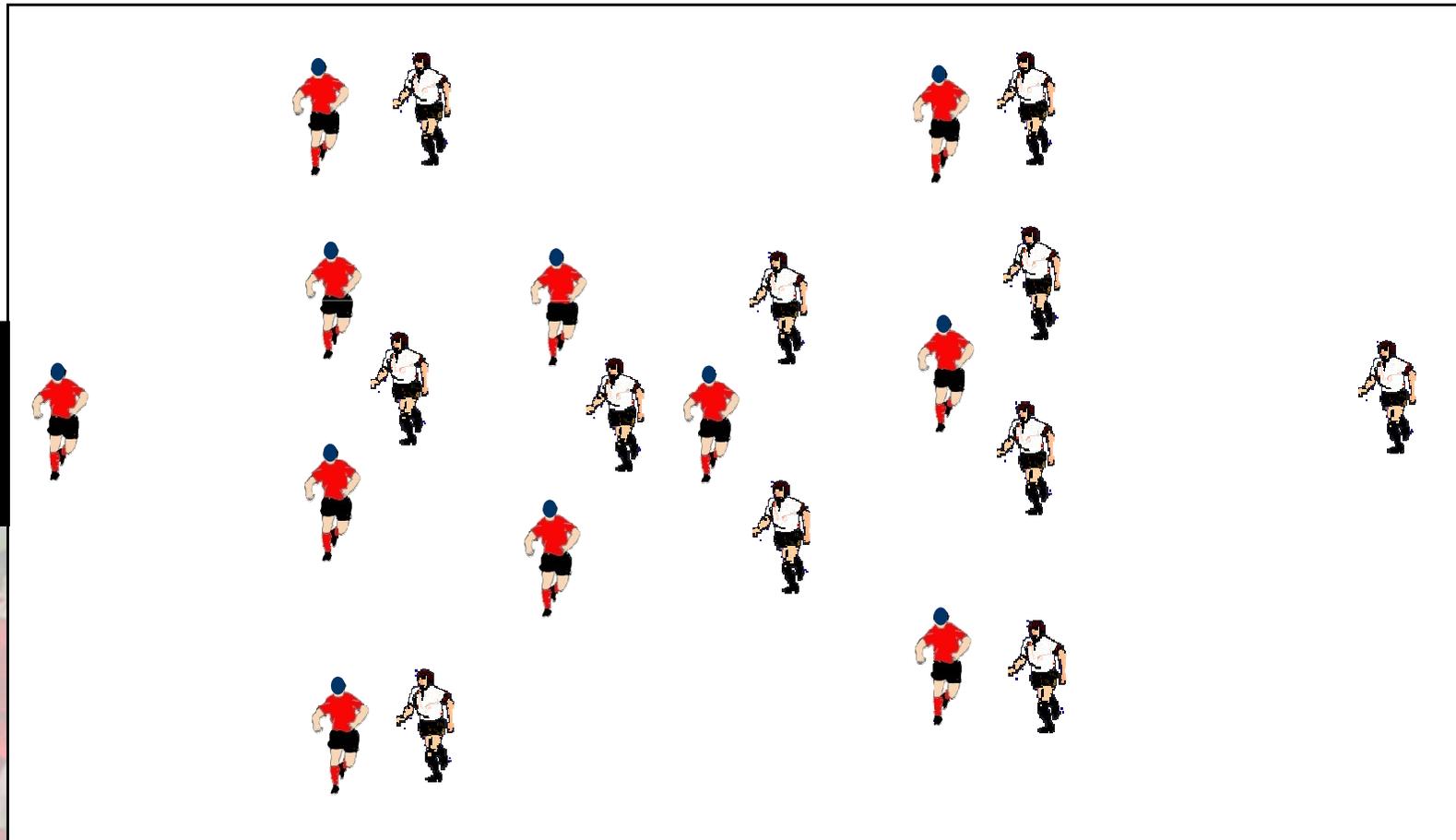
8 v 8 : double diamond (60m to 40m)



THE DEVELOPMENT MODEL IN FOOTBALL



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



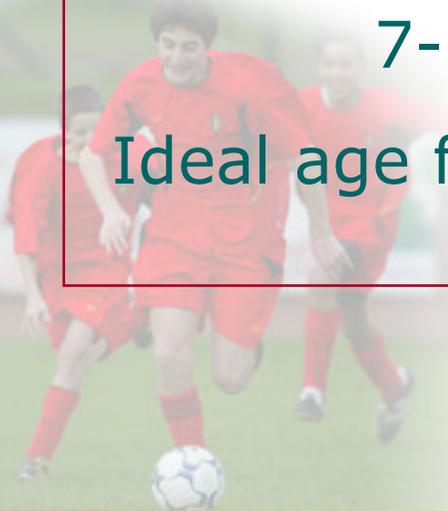
BASICS : definition



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



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





Description of different aspects according to the development model





Description of different aspects according to the development model

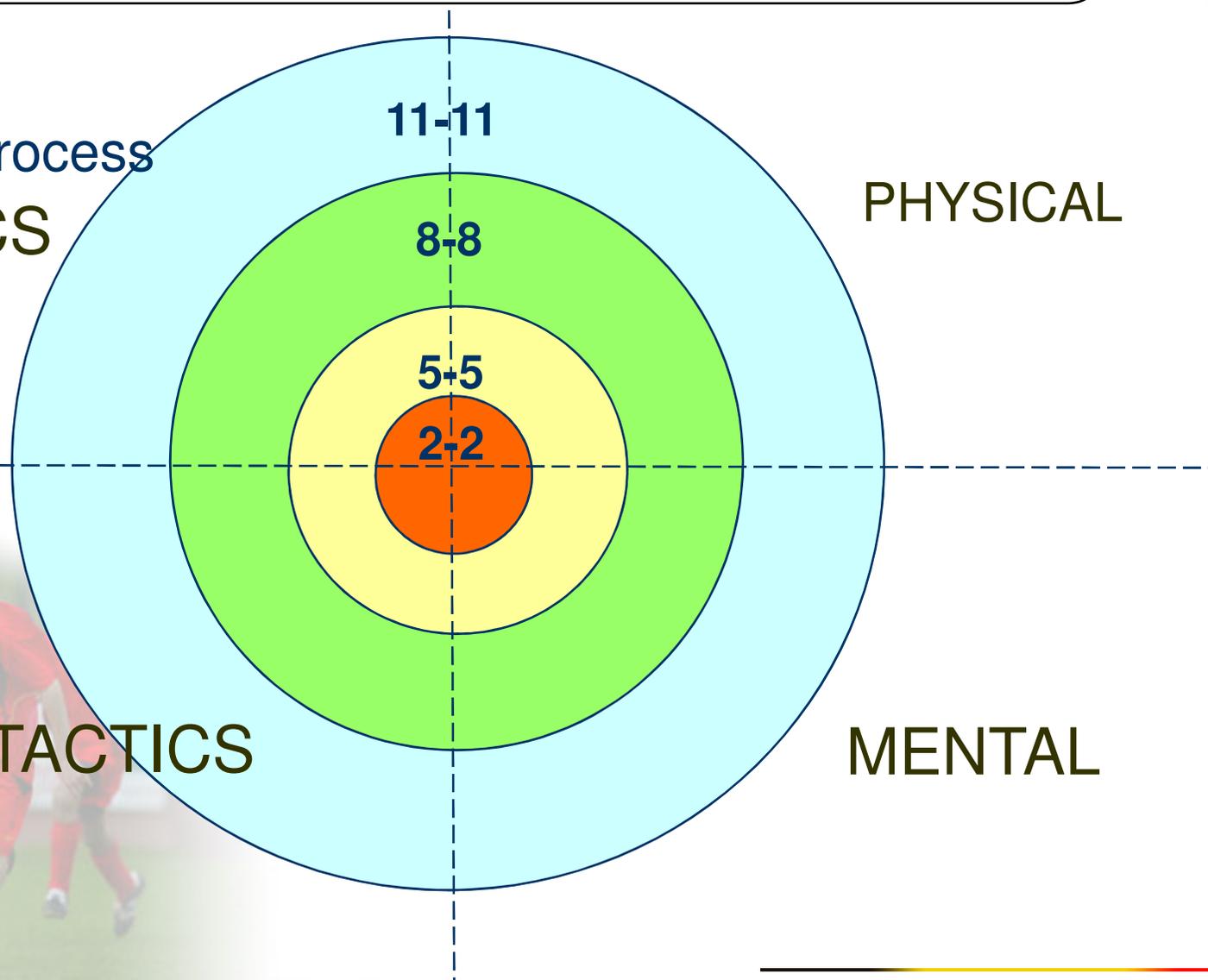
To learn is a cumulative process

BASICS

PHYSICAL

TEAM TACTICS

MENTAL





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				



DEVELOPMENT VISION OF THE BELGIAN FA

5.

**GAME and
INTERMEDIATE
forms**



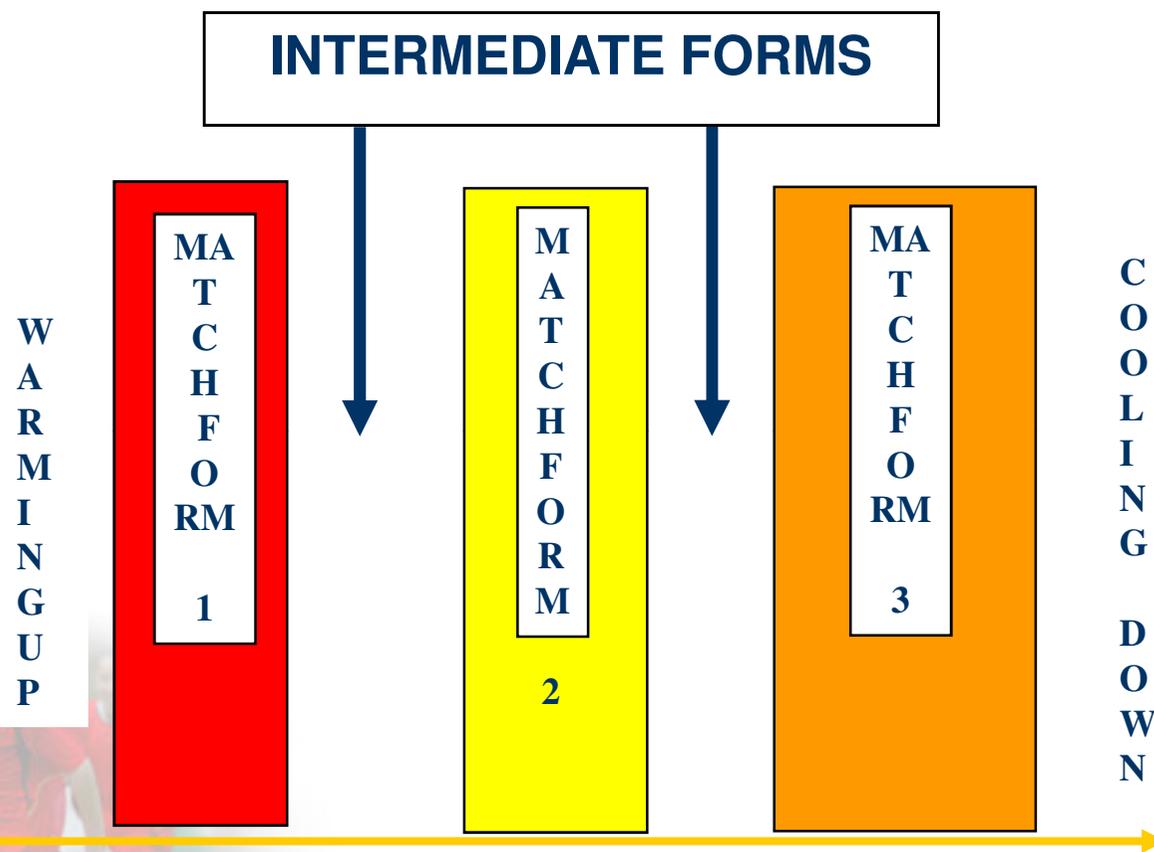
THE LAW OF THE TRANSFER



“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”



BUILT-UP OF A TRAINING SESSION

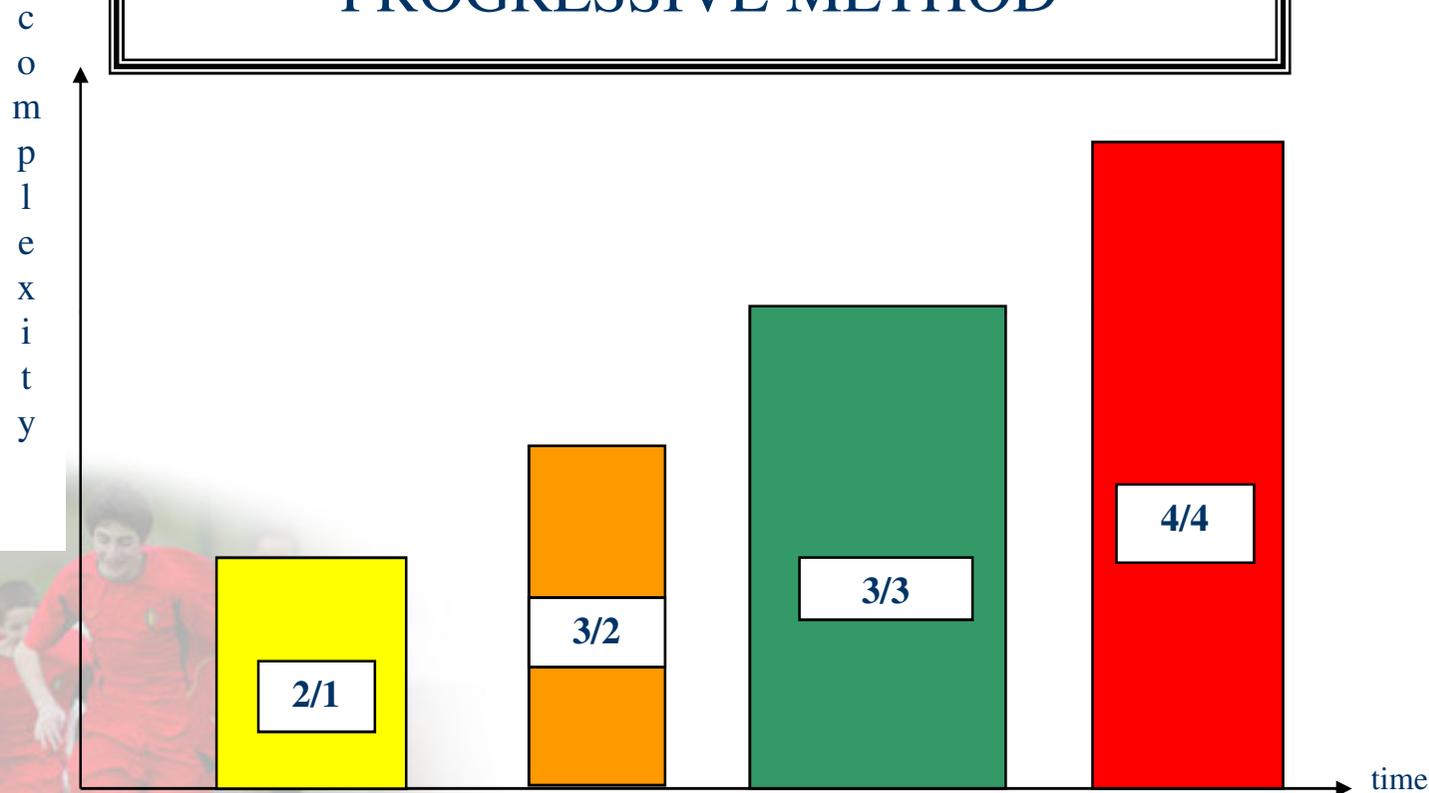


**Variation of match forms and intermediate forms
1 session can include different training units**

METHODICS

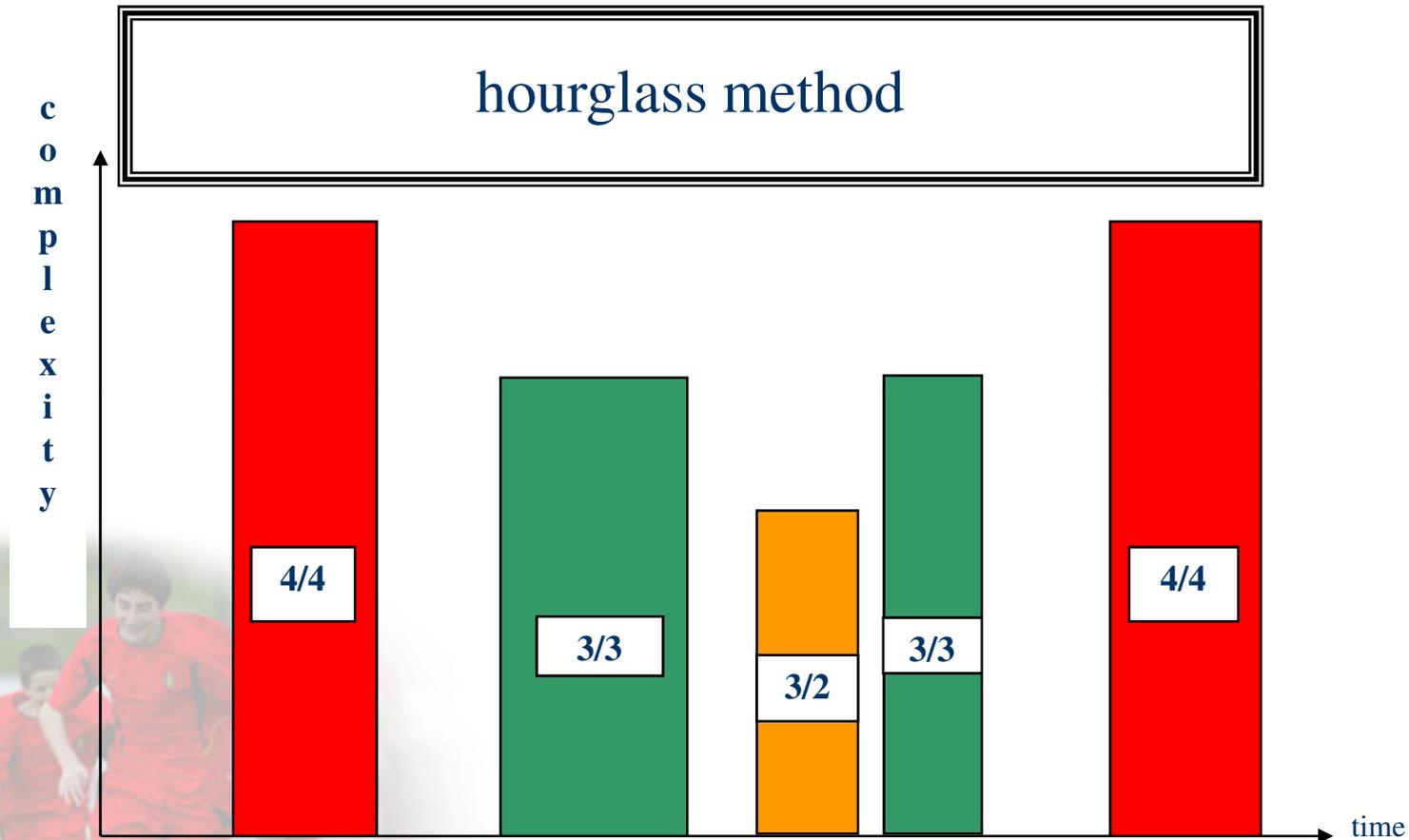


PROGRESSIVE METHOD



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).

METHODICS



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.



DEVELOPMENT VISION OF THE BELGIAN FA

6.

FOCUS ON THE PLAYER



FOCUS ON THE PLAYER



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

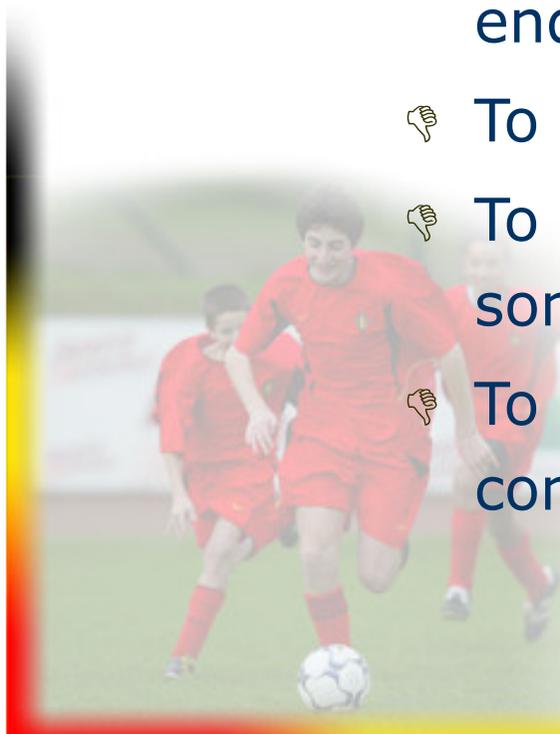
Give a man a fish, you feed him for a day ...

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

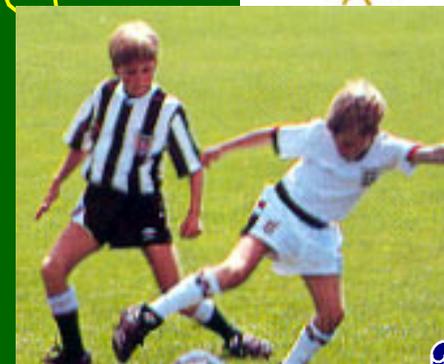
FOCUS ON THE PLAYER



- ☞ 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



DEVELOPMENT VISION BELGIAN FA



More games

More fun

And more brains !

