



ICOACH
KIDS+
13-18

From the Ground Up: Case Studies of Holistic Development Environments in Sport

Intellectual Output 3 of Erasmus+
Project ICOACHKIDS+



©ICOACHKIDS 2022

www.ICOACHKIDSplus.eu
@ICOACHKIDSworld

CONTENTS

| | |
|---|----|
| Disclaimer | 2 |
| Authors | 2 |
| Case Studies | 3 |
| Introduction | 4 |
| Case Study 1 – Germany - Athletics | 5 |
| Case Study 2 - Hungary - Fencing | 8 |
| Case Study 3 – Netherlands – Table Tennis | 14 |
| Case Study 4 – Spain - Padel | 19 |
| Case Study 5 – United Kingdom - Football | 22 |





DISCLAIMER



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute any endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Authors



The case studies were authored and compiled by Prof. Rafael Barragan, Prof. Nicolette van Veldhoven, Judit Balogh, Rita Horváth, Dr Ladislav Petrovic, Heike Hülse (DSJ), Katharina Morlang, Irene Faber, Dominic Ullrich, Thomas Mitchell, Sergio Lara Bercial and Barnaby Sargent Megicks. We would like to express our thanks to the clubs who openly shared the great work they do.

Case Studies



In 2015, the International Olympic Committee advocated for holistic development approaches in youth athletic development (Bergeron et al., 2015¹). Despite a growing holistic development agenda within talent development, there are few examples of good practice to support those in practice. ICOACHKIDS have compiled real-life case studies of good practice from six different countries and sports. These case studies provide examples of how talent development environment seek to create holistic development outcomes. Each case study represents a version of holistic development in their context, each environment has its strengths and points of challenge. The case studies are written for those supporting or in talent development environments such as policy makers, managers, directors and coaches.

1. ¹Bergeron, M. F., Mountjoy, M., Armstrong, N., Chia, M., Côté, J., Emery, C. A., Faigenbaum, A., Hall, G., Kriemler, S., Léglise, M., Malina, R. M., Pensgaard, A. M., Sanchez, A., Soligard, T., Sundgot-Borgen, J., Van Mechelen, W., Weissensteiner, J. R., & Engebretsen, L. (2015). International Olympic Committee consensus statement on youth athletic development. *British Journal of Sports Medicine*, 49(13), 843-851.



Introduction



ICOACHKIDS is a non-profit global movement which champions sport education, policy and practice that PUTS KIDS FIRST.

The movement was born out of the success of the original ICOACHKIDS Erasmus+ project (2016-2019). This initiative was an international, collaborative, multi-agency effort aiming to support the development of a Specialist Youth Sport Coaching Workforce across the European Union. The ultimate goal was to make sure all youth sport participants are inspired to stay in sport for life through positive experiences led by suitably trained coaches.

The success of the original project attracted attention and interest from non-EU nations, International Sports Federations and Global players in health and industry. ICOACHKIDS continues to harness this global interest and momentum for the development of a global sport system that provides a safe and supportive environment for children everywhere.

ICOACHKIDS originally focused on children from 5 to 12 years of age. However, it soon became clear that coaches and organisations were also eager to receive information and resources related to young sportspeople of 13 to 18 years. ICOACHKIDS+ responds to this need for a greater understanding around the key issues relevant to sport during the teenage years.

A three-year (2020-2022) Erasmus+ co-funded project, ICOACHKIDS+ focuses on two key issues in youth sport – dropout and talent development – and aims to achieve the following objectives:

- Enhance participation in sport and decrease dropout for children aged 13-18 (especially in girls)
- Maximise the health enhancing properties of sport participation
- Take full advantage of the potential of sport as tool for positive youth development

In order to achieve these objectives, ICOACHKIDS+ is conducting the following project activities:

- Research adolescent sport participation trends across Europe
- Research motivations and barriers for sport engagement in European adolescents
- Review talent identification and development literature to enhance our understanding of what holistic and effective talent development environments look like
- Research exemplary youth sport environments across Europe to identify best practices and create guidelines to support coaches, clubs and governing bodies of sport promote personal and social development through sport.
- Develop two Massive Online Open Courses (MOOCs) and accompanying study guides and infographics for coaches on the topics of dropout and talent development
- Create the ICOACHKIDS+ Online Platform to host the MOOCs and serve as a hub and repository of information for the European community of youth sport coaches.



Germany - Athletics



| TDE Information | |
|---|--|
| Name of TDE | Carl-von-Weinberg-Schule, Frankfurt am Main Eliteschule des Sports in Kooperation mit dem Deutschen Leichtathletik Verband/ Eliteschool of Sports in cooperation with the German Athletics Association |
| Programme/system TDE is a part of | Verbundsystem des Deutschen Olympischen Sportbund zwischen Olympiastützpunkt, Schule und Internat in Kooperation mit den Sportverbänden (hier Leichtathletik)/ Network system of the German Olympic Sports Confederation between Olympic base, school and boarding school in cooperation with the sports federations (here athletics) Link Eliteschulen des Sports as a part of the system of the dual carrier in Germany |
| Sport Played | Athletics |
| Level of performance (e.g. international, national, regional, county) | All - international, national, regional, county |
| Region/Country Location | Hessen /Germany |
| Age of athletes | 10-21 years |
| Gender of athletes | Male/Female |
| Approximate number of hours training a week | At least 6 to 10 hours (only in school), plus club and squad training |
| Number of staff | 3 teacher trainer, 3 coordinators, plus other persons in the extended environment, e. g. pedagogical employees |
| Number of full-time, part-time and voluntary staff | All full-time |
| Staff role make up (e.g., what level and how many coaches/support roles) | Other people involved: State and national coaches, club coaches in parts. |
| Age of TDE (how many years has it been established?) | Since 1996 |
| Please describe how this TDE would define a successful young athlete within the environment or once they have left. | |



Three important blocks of success:

Sport - via the measurement of concrete placements in national and international competitions and squad membership.

Academic - creating the best possible individual school-leaving certificate for each athlete in the balancing act between school and competitive sport (dual career).

Personal – self-confident appearance, personal maturity, understanding of values, time management, overall mature people/personalities who speak and act accordingly, for example in conversations, interviews, etc.

Characteristics and examples of good practice

Please describe the processes/practices which make it effective for holistic development. Please provide practical examples.

Health and Wellbeing Development

To maintain, safeguard and promote the physical, mental and social health and wellbeing of athletes.

There are regular pedagogical conferences and grade conferences at school. Also career counselling meetings with expert opinions on developmental status for students with a multi-perspective approach.

Basically: Developmental and age-appropriate approach; broad motor skills base; variety of movement; communicating the experiential nature of sports; having fun and enjoy movement and sports

Life Skill and Personal Development

To develop skills and characteristics needed to succeed in and outside of sport in the present and in the future

The training is characterized by appreciation and respect, and the interaction in the training group and with the trainers is of great importance. The teaching of psychosocial skills such as the ability to work in a team from the very beginning is of great importance, as is dealing with conflicts, dealing with each other and with the strengths and weaknesses of others. The heterogeneity of the group is used as a strength. Values such as punctuality und reliability are of particular relevance and are conveyed and lived accordingly.

In addition, the examination of oneself - both performance and goal-oriented - plays a major role. The above-mentioned principles and values are conveyed through the role model function of the trainer, the behaviour during training and the basic attitude of the trainer. But also by setting tasks that fit exactly - not too easy and not too difficult - by testing and overcoming limits.



Athletic and Sporting Development

To develop the athletic skills needed to continue to progress towards the elite level.

Athletic development: Systematic training planning in combination with individual training planning as well as documentation are the basis of evaluation; this is supplemented by regular athlete monitoring, in which all coaches jointly highlight athletic development and academic development.

The basis of the training content is provided by age-appropriate framework plans of the German Athletics Association, which are binding. The motor training provided is multi-sport and multi-faceted. The content is differentiated according to age and built up with a view to long-term performance development. The ability to cope with stress is built up bit by bit, i.e. sometimes there are two training units in one day. Coordinatively, the development builds on a coordinatively broad basis, which then leads to later technique development.

In addition, age-appropriate competition concepts influence training activities.

Please describe any characteristics which make this TDE unique and stand out from other TDEs (i.e., what makes it 'special').

A special feature is the intensive cooperation between the various organizations - the German Olympic Sports Confederation, the school, the federation, the boarding school, the Olympic Training Center and the clubs - and thus the holistic view of the athlete and his or her living environment. The support provided by a multi-professional team working together in an exchange of ideas, as well as the personnel-intensive interlinking of the various state and civil society sports systems.

For more information of the practical work you can have a look at the YouTube-Channel of Dominic Ullrich: https://www.youtube.com/channel/UCTogoZL_sH4gUOdAHcsm7DA

Please describe any challenges the TDE experiences relating to achieving holistic development across the three domains.

Health: A competitive athlete strives for peak performance, which carries the risk of burn out; here it is important to find a balance to allow for longevity

Athletic: Here, the balancing act between specialization and a broad motor base must be mentioned. The right time for increasing specialization varies greatly depending on the sport and must be planned very individually.

Life skills: The athletes' lives are very focused on school and sports. You learn a lot in sports, but athletes have little or no access to some of the experiences typical of growing up, e.g. movies, concerts. Many "normal" things in adolescent existence are not so natural in the lives of athletes. Instead, they have other experiences that are reserved for others. A valuation of this is difficult.



Hungary - Fencing



| TDE Information | |
|--|--|
| Name of TDE | Ludovika SE Vívószakosztály (Fencing Club) https://sportosegyetem.uni-nke.hu/ludovika-sportegyesulet/szakosztalyok/vivo-szakosztaly https://www.facebook.com/Ludovika-V%C3%ADv%C3%A1s1s102636978457000/ |
| Programme/system TDE is a part of | Ludovika-UPS Sport Association (Ludovika SE) - Sport Club of the University of Public Service https://en.uni-nke.hu/student-life/student-services/sports-and-recreation/ludovika-ups-sports-association |
| Sport Played | Fencing (épée, foil) |
| Level of performance (e.g. international, national, regional, county) | National & International |
| Region/Country Location | Budapest |
| Age of athletes | 6-22 |
| Gender of athletes | Male (80%) and female (20%) |
| Approximate number of hours training a week | Athletes are categorized in 3 age-groups <ul style="list-style-type: none"> • 6-8 years old: 3 times 2 hours practices (6 hours/week) • 8-11 years old: 3-5 times 2 hours practices (athletes decide on how many practices they attend weekly – 6-10 hours/week) • Over 12 years old: 5 times 3 hours practices (15 hours/week (20%)) |
| Number of staff | 12 |
| Number of full-time, part-time and voluntary staff | Full time: 5 Part-time: 7 |
| Staff role make up (e.g., what level and how many coaches/support roles) | 6 coaches – 3 of them with a BSc coaching degree, 1 with Italian Fencing Federation’s qualification, 2 with vocational coaching qualification – 4 full time and 2 part-time coaches The 6-8 age group is coached by 1 coach at a time, the other age groups work with all the 6 coaches at the same time <ul style="list-style-type: none"> • 1 Operational Manager – part time |



| | |
|---|--|
| | <ul style="list-style-type: none"> • 1 Administrator – full time • 1 Conditioning Coach – part time • 1 Mental Trainer – part time • 1 Masseur – part time • 1 Armourer – part time <p>One of the coaches is a qualified physiotherapist, who also performs this role within the department</p> |
| Age of TDE (how many years has it been established?) | The club was founded in 1808, the fencing section was reorganized in 1992 |
| Please describe how this TDE would define a successful young athlete within the environment or once they have left. | |
| <p>The department has a dual aim: on the one hand, it is committed to developing top athletes and, on the other, it gives all young people, regardless of talent, the opportunity to play and compete in sport.</p> <p>Obviously, it is a success if a fencer or the team does well at the youth or senior national championships, or if a fencer can compete internationally as a member of the national team by becoming one of the best in the country.</p> <p>But they consider it also a success if young people do not stop playing the sport, believing that the very nature of fencing means that mental and social skills can be developed effectively through regular practice. They are proud when teachers and parents report that their athletes' academic performance, attention and behaviour are improving and they are fully supportive of their continued academic education.</p> | |
| Characteristics and examples of good practice | |
| Please describe the processes/practices which make it effective for holistic development. Please provide practical examples. | |



Health and Wellbeing Development

To maintain, safeguard and promote the physical, mental and social health and wellbeing of athletes.

As all coaches are present at all training sessions and all coaches know all fencers, the individual needs of the athletes can be very well planned. All coaches work with each fencer, and in competitions the coach who can best influence the fencer is the one who is with the fencer.

The coaches are greatly assisted by the mental coach, who, in (individual or group) sessions with the athletes, obtains useful information that can be incorporated into the fencer's training or individual preparation programme (physical and/or mental).

Parents' meetings are held twice a year, but there are also regular informal discussions with parents, which, due to the nature of the sport, are also very frequent during competitions.

Once a week there is a 'competition training' session for 8- 11-year-olds and 12+ year olds, where boys and girls compete together under the advantage-disadvantage rule (younger and less experienced athletes receive 'bonus' touches). The coaches do not interfere with tactics and technique, but they mentally help the fencers so that they learn to control and manage themselves during competitions. As fencing is also a team sport, team competitions and team games are regularly included in the coaches' toolbox.

In the case of beginners, they first develop their general culture of movement and learn the rules of safe equipment handling. Since fencing is an accident-prone sport, their training starts with a sponge sword, and they can only pick up a real foil months later and use it in training under strictly controlled conditions.

The rehabilitation of injured athletes is supported by special, tailor-made training programmes, led or recommended by the conditioning coach and the physiotherapist. Athletes and coaches who are ill are not allowed to attend training sessions, a rule that is strictly enforced, especially in view of the Covid epidemic.



Life Skill and Personal Development

To develop skills and characteristics needed to succeed in and outside of sport in the present and in the future

Leading by example: coaches work together as a real team, and athletes experience that they can achieve more together, helping each other, than they can alone. This is particularly important as it is more difficult to emphasise teamwork and interdependence in individual sports than in team sports. The commitment, awareness and positive attitude of the coaches is also an example for the athletes to follow.

Team-building: in order to build coach-athlete and athlete-athlete relationships, a joint camp is organised at Lake Balaton in every summer, where there is no fencing, just fun. The time spent together contributes to the development of a good community, the athletes get together during the year, organise joint activities and help each other during and outside training/competitions.

Relationships: coaches get to know each athlete thoroughly, creating an atmosphere of trust which allows the coaches' values and attitudes to be transferred more effectively to the athletes. These values are also clearly communicated to the parents so that they know how to strengthen the coaches' impact and how to support their and others' children.

Mixed-sex groups: as boys and girls train together, they learn the basic social norms towards the opposite sex in a cooperative yet competitive environment strongly supported by the coaches.

Education: in joint discussions, coaches emphasise the values of sport, which are reinforced by sessions with a mental coach. General and sport-specific behavioural patterns are developed in the context of joint work and are consistently required by coaches.

Supporting commitments: club coaches, managers and staff are aware that children and adolescents have other commitments and activities (e.g. school, family activities) that are important to them and/or parents. The club is unconditionally supportive of learning and understanding of other commitments, with the aim of allowing athletes to set their own priorities and do their best to make fencing a high priority in their lives.



Athletic and Sporting Development

To develop the athletic skills needed to continue to progress towards the elite level.

The head coach sets the main training guidelines, according to which all the coaches work. All coaches are aware of the methods to be used and the expectations of the head coach.

As all coaches attend every training session, the coaches discuss the tasks and possible problems on a daily basis. In addition, they hold a longer monthly coaches' meeting to discuss and share experiences and ideas, and to talk about what needs to be done, the goals and the development of the individual fencers, and to plan training and competitions.

The training plan is designed for long-term development and the coaches communicate this to the fencers and to their parents, too. For beginners, they start with general movement development and also focus on meeting age specific training and playing needs. This age group is coached by two highly experienced specialist coaches with extensive experience in coaching 6-8-year-olds.

The department sees positive reinforcement and the creation of a sense of achievement not only for talented athletes, but for all athletes, as a fundamental method of training. Not only are results in competitions praised, but progress is also highlighted. They consider it very important that for each fencer, the coaches are aware of the fencer's ambitions, so that needs and expectations are in line. Training is completely personalised, especially for talented athletes, but the aim is also to push other athletes to the limits of their abilities.

Thanks to personalised training, even those who have had little success in racing rarely stop. This is certainly helped by the fact that the Ludovika Club has good working conditions compared to most clubs, which is one of the reasons for the relatively low drop-out rate.

Of the 100 or so fencers, 20 compete at international level, 5 of whom are on national teams at various age groups. These athletes are role models for the rest of the team, returning from competitions to give a talk, show off their medals and judge the younger ones on home competition days.

Please describe any characteristics which make this TDE unique and stand out from other TDEs (i.e., what makes it 'special').

Teamwork: coaches work closely together as a team, although each fencer is under the supervision of a particular coach, each coach works with all fencers during practices. In competitions, the coach who can help the fencer the most in that particular competition is the coach who is next to that fencer (even if s/he is not his/her fencer). Disagreements between coaches are settled promptly, and the good coaching community makes work much easier and creates an atmosphere of trust.

Athlete-centred training: coaches are open to their athletes; all coaches know all the fencers, and are aware of each athlete's motivation, needs and abilities. The personalised training is tailored to the athletes' interests and needs alongside with competitions which are also geared to their optimum development in order to maximise their sense of achievement and competitive potential.



Innovative training methods: instead of traditional training based on schooling, situational exercises predominate, which are very helpful in eliciting the right reactions in competition.

Please describe any challenges the TDE experiences relating to achieving holistic development across the three domains.

Lack of time: it's difficult to devote enough time to everything, given that we're talking about junior athletes with other important commitments.



Choice: sometimes a talented child may have other talents, either by putting fencing on the back burner for further study or by choosing a different career.

Parental 'education': it takes time for parents to accept and embrace the principles of the club and to understand that progress does not happen overnight and that there are many ups and downs. Therefore, especially in the early stages, a lot of work is needed with parents, which takes a lot of energy from the coaches.



Netherlands – Table Tennis



| TDE Information | |
|---|--|
| Name of TDE | <p>Regional Training Network – OOST (RTN-OOST)</p> <div style="text-align: center;">  </div> <p>RTN-OOST is a cooperation between 10 table tennis clubs in the Eastern region of The Netherlands. These clubs work together on the following aims:</p> <ul style="list-style-type: none"> - Increase the playing level of talented youth players. - Increase the competence level of club trainers. - Support clubs to establish a sustainable youth development pathway. |
| Programme/system TDE is a part of | <p>The talent development program of the Netherlands Table Tennis Association (Nederlandse Tafeltennis Bond).</p> <div style="text-align: center;">  </div> |
| Sport Played | Table Tennis |
| Level of performance (e.g. international, national, regional, county) | Players' performance levels range from the highest regional youth leagues till the highest national senior leagues. Some of the players have been selected for the national youth teams competing at the international youth championships events. |
| Region/Country Location | Eastern region of The Netherlands |
| Age of athletes | 10-19 years |
| Gender of athletes | Male and female |
| Approximate number of hours training a week | <p>Players play approximately 10-15 hours a week (exclusive matches), including club/school training sessions, physical training, training sessions of RTN-OOST and training camps.</p> <p>RTN-OOST organized trainings:</p> <ul style="list-style-type: none"> - Tuesday 17:00-19:15 - Thursday 17:00-19:15 - Sunday 9:30-12:00 <p>Furthermore, training camps are organized covering approximately 14 days of training (9:30-12:00 and 14:00-16:30).</p> |



| | |
|---|--|
| <p>Number of staff</p> | <p>The team of trainers consist of one head coach and five trainers. Moreover, one person is appointed as coordinator. The staff is supported by the national organization regarding organizational issues and (financial) administration.</p> <p>All trainings are provided by at least two trainers.</p> |
| <p>Number of full-time, part-time and voluntary staff</p> | <ul style="list-style-type: none"> - Head coach – fulltime position (0,4 fte for RTN-OOST) - Trainers/Coaches – parttime based on availability - Coordinator – voluntary position |
| <p>Staff role make up (e.g., what level and how many coaches/support roles)</p> | <p>Head coach – level 5 trainer</p> <p>Trainers</p> <ul style="list-style-type: none"> - level 5 – 1 trainer - level 4 – 2 trainers - level 3 – 2 trainers <p>Besides the staff that is involved directly other disciplines are consulted for specific parts of the program, e.g., physical trainer, sport psychologist, physiotherapist and peer mentors/supporters.</p> |
| <p>Age of TDE (how many years has it been established?)</p> | <p>RTN-OOST started in September 2021.</p> |

Please describe how this TDE would define a successful young athlete within the environment or once they have left.

We would say a successful player is one that is able to progress faster than (most of) his/her peers. A good performance is that a player reaches and maintains in the national top 10 of his/her age group and an excellent performance is that a player reaches the national top 3 of his/her age group and is selected for the national team competing at international events.

When a player transits to senior age, a good result would be when a player is able to enter directly the sub-elite level (B-licence; ♂ national top 41-120, ♀ national top 31-70) and an excellent result would be when a player is able to compete directly at the elite level (A-licence; ♂ national top 40, ♀ national top 30).

Besides these performance based results, a player is successful when he/she has become an independent player who is able to manage his/her own developmental pathway/career.

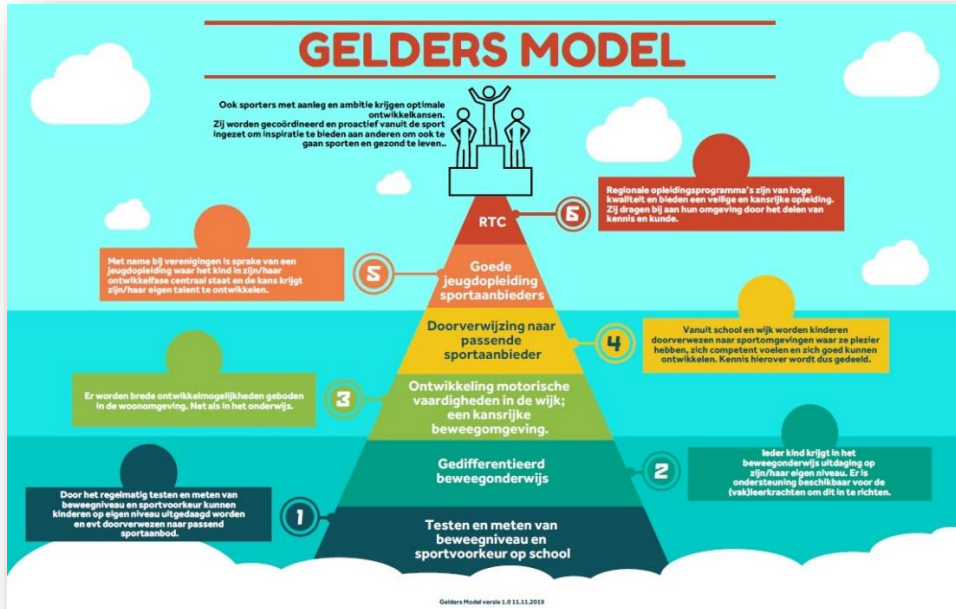
Characteristics and examples of good practice



| | |
|--|---|
| <p>Health and Wellbeing Development</p> <p><i>To maintain, safeguard and promote the physical, mental and social health and wellbeing of athletes.</i></p> | <p>The most important aspects to maintain, safeguard and promote health and wellbeing are the continuous monitoring of the player during training sessions and competition and the creation of a tailor-made development program for each player individually. The trainers/coaches try to establish an open interaction with their pupils and parents/caregivers based on trust and mutual respect. Together, a plan is framed to build an optimal personal solution for a player’s development. Here, personal aims guide a player to the next step. Attendance at training sessions is registered to monitor a player’s training capacity and if applicable time-loss caused by injuries. Player’s evaluation sessions are held 2 to 3 times a year. It depends, among others, on a players’ age whether parents are involved in these sessions. Trainers/Coaches consult each other on regular basis with meetings planned every month. This ensures that problems (e.g., injuries, motivational or social problems) are detected early. Since training sessions are always provided with at least two trainers, it is possible to quickly respond on (personal) issues when necessary.</p> <p>In addition to the trainers’ monitoring and creating individual pathways, there is a close cooperation with other disciplines that support the development of the players. The disciplines that have been connected to the most are: a physical trainer, a (sports) physiotherapist and a dietician/nutritionist.</p> <p>Also workshops/meetings are provided for both players and parents. Some examples:</p> <p>Players:</p> <ul style="list-style-type: none"> - Introduction in physical training - Sport psychology; group culture/team spirit - Sport psychology; setting personal aims - Sport psychology; match preparation and visualization - Nutrition <p>Parents</p> <ul style="list-style-type: none"> - A peer supporter: experiences from a talented player’s parent - Parent meetings |
| <p>Life Skill and Personal Development</p> <p><i>To develop skills and characteristics needed to succeed in and outside of sport in the present and in the future</i></p> | <p>Attention is paid to the dual career pathway of the players. A close connection is set-up with the ‘Centre of Sports & Education’. This is a high school specialised in the dual career pathway of young athletes. If players will or cannot attend to this school the head coach can support the player and his/her parents/caregivers to find another suitable school and/or discuss the options at the current school that make it possible to ensure an optimal combination between school and sport.</p> <p>During training sessions, it is common practice to discuss about lessons that can be learned in sports and are useful for other contexts and vice versa. For example, how you can set personal goals, practice, persevere and deal with success and/or failure. A good coach-athlete relationship is crucial for an optimal development. The development of autonomy is stimulated when players transit from child into an adult. Guidance is</p> |



| | |
|--|---|
| <p>Athletic and Sporting Development</p> <p><i>To develop the athletic skills needed to continue to progress towards the elite level.</i></p> | <p>tuned to the development phase of a player with a steady decrease over time.</p> <p>RTN-OOST uses a long-term approach regarding talent development and focuses on both the player's sports development and the personal development. Regular evaluation sessions are used to discuss the personal aims and the individual development program. During these sessions, there is a specific focus on the development of a player's own playing system. For this a player need to be aware his/her strengths and weaknesses and preferences. Technical, tactical, physical as well as mental aspects are discussed and taken into account.</p> <p>During every training high-level junior/adult players support the training as sparring partners. The sparring partners help to increase the training level and to get familiar with other playing systems/styles. Moreover, every training is provided by at least two trainer. Due to this, it is possible to provide multi-ball training regularly to all players.</p> <p>The competition schedule is normally determined by the player, his/her parents/caregivers and the club trainer or technical staff in consultation with trainers of RTN-OOST.</p> |
| <p>Please describe any characteristics which make this TDE unique and stand out from other TDEs (i.e., what makes it 'special').</p> | |
| <p>RTN-OOST is unique compared to other programs regarding the close cooperation of local clubs that all support the same aims to increase the level of table tennis within the eastern region. RTN-OOST is a widely supported program, which make it less vulnerable to setbacks. Besides the direct support for players, it also intends to support the development of trainers (e.g., practical internship) and clubs (e.g., technical policy plan) to improve the pathway for each youth player.</p> <p>In addition to this, there is a close cooperation with:</p> <ol style="list-style-type: none"> 1. trainers from different clubs/organizations; 2. the 'Centre for Sports & Education', a high-school that facilitates a dual career for talented athletes between age of 10-19; 3. 'Topsport Gelderland', an provincial initiative that facilitates, supports and guides young talented athletes. <p>RTN-OOST is partly subsidized by the provincial government (Provincie Gelderland) as the initiative aligns perfectly with the provincial ambitions for youth sport. The provincial government uses the Gelders model including high-quality talent developmental programs.</p> | |



<https://topsportgelderland.nl/gelders-model-talentontwikkeling/> (Dutch webpage)

Please describe any challenges the TDE experiences relating to achieving holistic development across the three domains.

To realise a holistic approach, it is important that there is a close connection and cooperation between the player, the parents/caregivers, school, the trainers, the RTN-coordinator and other involved disciplines. Clear communication, transparent division of roles/tasks and a good overall coordination are essential ingredients for this purpose. This takes time and energy from all stakeholders, which is not always an easy task due to time and ability constraints.

Furthermore, concerning the durability or permanence of the program challenges must be acknowledged regarding the limited amount of players, trainers and also other (financial) resources. Table tennis is only a 'small' sport in The Netherlands. This can cause tension between clubs since they are fishing in the same pond. Tension can lead to conflicts which might undermine the sustainability of the program.



Spain – Padel



| TDE Information | |
|---|---|
| Name of TDE | Manuel Pascual Esteban |
| Programme/system TDE is a part of | Is a program of Damm foundation Padel talent development |
| Sport Played | Padel |
| Level of performance (e.g. international, national, regional, county) | National championships |
| Region/Country Location | Madrid, Spain |
| Age of athletes | 10 to 18 years |
| Gender of athletes | Male and Female |
| Approximate number of hours training a week | 7 hours a week |
| Number of staff | 7 trainers |
| Number of full-time, part-time and voluntary staff | They work 2 hours a day |
| Staff role make up (e.g., what level and how many coaches/support roles) | They have 6 coaches and 1 physical trainer. The coaches are professional players |
| Age of TDE (how many years has it been established?) | 10 years |
| Characteristics and examples of good practice | |
| Please describe the processes/practices which make it effective for holistic development. | |
| Please provide practical examples. | |
| Health and Wellbeing Development | What we try to convey is that they have to enjoy the journey, not just look at results or whether they are professionals. |
| <i>To maintain, safeguard and promote the physical, mental and social health and wellbeing of athletes.</i> | To be a professional player there are many variables that they don't control. But if they are able to enjoy the path they will have the sport as something intrinsic in their way of life. In addition to all the values that studies come first, etc. From a health point of view they enjoy the personal experience of doing sport and exercise. |



| | |
|--|--|
| | <p>If the path of being a professional paddle player does not come out of something that is not in their hands, at least the part of the sport as a way of escape and health remains and serves them as a way of life for the rest of their lives.</p> |
| <p>Life Skill and Personal Development</p> <p><i>To develop skills and characteristics needed to succeed in and outside of sport in the present and in the future)</i></p> | <p>There is a case, XXXXXXX, left the Damm paddle club in December 2021, but he starts studying industrials at the polytechnic university, he realizes that he can't make it compatible. He is a very good boy who plays a lot. He is mature enough to decide between those two parts of life. It's a very important lesson in maturity for an 18-year-old boy.</p> <p>Another case, XXXXXXX, Junior Spanish champion in 2008-2010 and stopped playing because she started studying medicine. She finishes medicine, does the MIR, finishes her residency and after studying for 9 years, she doesn't start working, she starts playing padel again and made some finals of the world padel tour. There is always time.</p> <p>XXXXXXX combines a university degree in medicine with being a professional padel player. There is always time to do everything. It's okay if you have to stop and then come back.</p> |
| <p>Athletic and Sporting Development</p> <p><i>To develop the athletic skills needed to continue to progress towards the elite level.</i></p> | <p>The fact of training 4 days a week for 2.5 hours. That is where this development is encouraged.</p> <p>If the children are training, they are not doing other things that may not provide as many values as being in a park without doing anything "good" or being at home playing video games...</p> <p>They tell parents not to punish them by not playing sports, because playing sports, training, helps them develop as a person, what they are going to be in the future.</p> |
| <p>Please describe how this TDE would define a successful young athlete within the environment or once they have left.</p> | |
| <p>At the age of 18 they finish their stage in the DAMM paddle club, they stop training or train less or those who see that they have certain capabilities and continue training.</p> <p>Today we have a synergy with the car of People with talent, take the leap and go to the CAR, train 5 days a week and it is a bit along the lines of what we have here at the school.</p> <p>There are some who are combining training at CAR and at the school. The idea for the future is that everything can be a DAMM paddle club.</p> <p>The idea is that when they finish, the children of the club are not so alone and continue a little more guided, giving them more margin, but without stopping guiding them on the way to study a career, etc...</p> <p>Ramon Ajenjo, president of the Damm foundation, always says that sport has to be plan B, no matter how high your level is.</p> <p>104 children have passed through the DAMM padel club. Of those 104 children, 3 are in the top 30 of the World Padel Tour, less than 3%.</p> | |



Please describe any characteristics which make this TDE unique and stand out from other TDEs (i.e., what makes it 'special').

The scholarship is what makes it special, which is what makes this program free. Being under the umbrella of the foundation, it does not skimp on quality for children in material coaches, etc...

We work in the same session with a technician 2 for one and an analytical technical work with a technician on the track, that a school can not afford it because it can not pay that in the same training group you have a technician for a single child.

In addition, that way you can choose the best.

Please describe any challenges the TDE experiences relating to achieving holistic development across the three domains.

1. Health: talks on healthy habits, such as nutrition, hydration, sleep, rest, study, etc. are carried out.
2. Life skills: multidisciplinary training is carried out with training in other areas of their lives, such as emotional and psychological.
3. Sports: focused on the development of physical preparation and tactical reading of the game.

UK – Football



TDE Information

| | |
|--|--|
| <p>Name of TDE</p> | <p>Doncaster Rover Football Club Academy https://www.doncasterroversfc.co.uk/academy/</p>   |
| <p>Programme/system TDE is a part of</p> | <p>Youth academy within a professional club</p> |
| <p>Sport Played</p> | <p>Football (Soccer)</p> |
| <p>Level of performance (e.g. international, national, regional, county)</p> | <p>Regional (English Premier League Elite Player Performance Plan: Category 3) Access here: https://www.goalreports.com/EPLPlan.pdf</p> |
| <p>Region/Country Location</p> | <p>North-East of England (United Kingdom)</p> |
| <p>Age of athletes</p> | <p>6-23</p> |
| <p>Gender of athletes</p> | <p>Male</p> |
| <p>Approximate number of hours training a week</p> | <p>The academy operates within the EPPP at three phases, these are age/development sequential:</p> <ol style="list-style-type: none"> 1. Foundation – Under 5 to Under 11 2. Youth Development – Under 12 to Under 16 3. Professional – Under 17 to Under 21 <p>At Doncaster, the Foundation and Youth Development phases have up to 12 hours a week. This includes training and competition.</p> |



| | |
|---|---|
| | <p>Players are full time at the Professional phase and complete a mixture of training, education and competition, in total 40 hours a week in an apprentice role with a weekly wage and accommodation if required.</p> |
| Number of staff | Approx. 25-30 |
| Number of full-time, part-time and voluntary staff | <p>Full-time: 7 Part-time: 20</p> |
| Staff role make up (e.g., what level and how many coaches/support roles) | <p>18 coaches (2 x coaches per age group) – part time, who are all qualified up to at least UEFA B level.</p> <p>1 Academy Manager – Strategic and operational responsibilities – full time.</p> <p>3 Phase leads (Foundational, Youth Development, Professional Development) – full time.</p> <p>1 Head of Coaching – full-time.</p> <p>1 Sport Scientist – full time.</p> <p>1 Physiotherapist – full time</p> <p>Administrator – full time</p> <p>Education and Welfare Officer – part-time</p> <p>Previously: Sport psychology – part time.</p> |
| Age of TDE (how many years has it been established?) | <p>The academy is well developed and has been established for around 50s. It forms part of a professional football club: https://www.doncasterroversfc.co.uk/club/club-history/</p> <p>Doncaster Rovers is a historic football club and was founded in 1879. The club has a history of producing players through the academy: https://www.doncasterroversfc.co.uk/academy/about-rovers-academy/alumni/</p> <p>Doncaster Rovers are the main football team in the city of Doncaster in South Yorkshire, England. They play in the English Football League in League 2 and have previously has spells up to Championship.</p> |
| <p>Please describe how this TDE would define a successful young athlete within the environment or once they have left.</p> | |
| <p>‘Through the club’: The ultimate goal of the academy to support players to progress through the academy to gain a professional playing contract at Doncaster Rovers. This the primary purpose of the academy pathway.</p> <p>‘Beyond football and the club’: There is a secondary, ‘less formal’ success criteria. Academy staff accept that not all players will and can progress through the pathway and other routes are inevitable. Therefore, players moving to another club or going to university are also seen as ‘successful destinations’ for certain individuals. Ultimately coaches see success as ‘He was a better person upon exiting the programme’</p> | |



Characteristics and examples of good practice

Please describe the processes/practices which make it effective for holistic development.

Please provide practical examples.

Health and Wellbeing Development

To maintain, safeguard and promote the physical, mental and social health and wellbeing of athletes.

The academy offers a range of induction workshops for all players and parents at the start of the season:

1. 'Nuts and bolts of season' delivered by Sport Psychologist. This included how the psycho-social aspect of the programme would be delivered, inc. why, where and when.
2. Sport science – What the programme looks like, why it might be useful to players. Including injury prevention and medical care to players and parents
3. 'The car ride home – how to have constructive and reflective conversations' parent workshop delivered by sport psych.

All players and parents associated to the academy attend these. Age group coaches also attend despite this being delivered by the sport psychologist. This ensures that the coaches are familiar with these workshops, so they are able to reinforce any points to players in their interactions. Coaches presence also shows that they value these workshops, creating a message that aspects relating to the workshops should be considered important by players and parents.

Within the Foundation phase there is a multisport programme with the purpose to develop the players general physical literacy movement competencies in an enjoyment focused environment. This is delivered by external practitioners who specialise in this practice. At this phase, the academy also delivered a futsal programme, where players can develop football skills in a dynamic and varied sport.

Within the Professional Development Phase, the players gain access to a sport science team including strengths and conditioning coaches and psychotherapists. The academy track and monitor the players for injury prevention and care purposes.

Life Skill and Personal Development

To develop skills and characteristics needed to succeed in and outside of sport in the present and in the future

- Eight Pillars Programme:

Education and Welfare Officer delivered eight classroom - based workshop sessions to all players covering eight 'Pillars' of development (communication, control, commitment, confidence, concentration, resilience, presence and self-awareness) (one pillar a month). These weekly, interactive, classroom sessions focused on educating players on how these qualities are needed in everyday life (e.g. school, job interviews) and including how manifest/become observable. At the same time the Sport Psychologist delivered workshop sessions aligning to the eight pillars, educating players around the development of these qualities in a sporting context. They were aligned each month (e.g. 'confidence month').



| | |
|---|---|
| | <p>Simultaneously, coaches would adopt a pillar focus in their sessions, tasked to integrate a session focus on the area of development.</p> <ul style="list-style-type: none"> • Problem-based learning/Autonomy supportive coaching: <p>Empower players. (e.g., players run own team talks, looking after equipment, setting own outcomes). The intention behind this was to support the development of autonomous young players. This was part of the Self-Awareness and Resilience Pillars.</p> • Player conduct standards: <p>Expectations around ‘professional behaviours’ (e.g., what it means to be professional, representing the club, in public behaviour). Coaches communicated this to players.</p> • Retainment expectations: <p>Clear club communication around the ‘success rate’ of player in the academy to players and parents and an emphasis on ‘enjoyment’ . This was seen as a strength as the realities of ‘success’ (a professional playing career) were clearly communicated.</p> |
| <p>Athletic and Sporting Development</p> <p><i>To develop the athletic skills needed to continue to progress towards the elite level.</i></p> | <ul style="list-style-type: none"> • Whole-person (technical, tactical, physical and psycho-social) player development curriculum: <p>The academy operated a pre-planned age/stage aligned curriculum across the pathway. All coaches adopted the curriculum and planned sessions aligning to 4-weekly topics across the four domains of development (36 week in total). Age group coaches were then given a session a week with total autonomy to meet personal player development goals as identified in each players Individual Development Plan which was created between players and coaches. This curriculum structure ensured coherence in development for players through pathway ‘spiral curriculum’, a long-term development focus (reduce competition reaction) and staff consistency of language/message.</p> • Doncaster Player Competencies: <p>Coaches worked towards player standards set out at each age group aligning to four corners (technical, tactical, physical and psycho-social). Coaches assessed players against these as 12-weekly review meetings.</p> • Player review meetings: |



Each player and parents (for under 16s) engage in review of progress every 12 weeks where player development goals assessed and set. Players given allocated time to work on these development areas, coaches also support players in teams session to improve in these areas.

- Competition schedule:

Carefully planned variable competition schedule to provide players correct level of challenge/stretch. Playing groups will play against higher, similar and lower-level teams. The purpose behind this planned variance is to expose players to the correct level of physical, psychological and tactical challenge needed to development them appropriately. For high-level teams, such as Category 1 EEEP academies, the goal of these games is not to 'win' the game but rather expose players to situations where they need psychological characteristics, in a controlled way by the coaches.

- Age group fluidity:

To individually challenge and progress players, they may be train with other (older/younger age groups) for a small period of time or one off. This is to ensure stretch relative to age/stage development (e.g. tall striker who is physically mature may sometimes train with age group above to physical challenge in front of goal).

Please describe any characteristics which make this TDE unique and stand out from other TDEs (i.e., what makes it 'special').

- Strong player pathway development agenda - as the club is low in resource and cannot afford to buy in many players to the first team, the club relies heavily on recruiting from its own academy. This means the academy is highly valued by the club and there is strong theme on developing players. For example, the first team coach and players see value in the academy.
- Psycho-social development programme – this is unique for a category 3 club and is arguably 'punching above its weight in this area'. Of particular value is the relation between pillars in both sporting and life skills/educational contexts and the underpinning of research evidence to the programme.
- Role model exposure - unlike many football academies there is close proximity of the Professional Development Phase and the club 'First Team'. These group train next to each other. The First Team value the PDP and often seen them as future opportunities, reflecting a togetherness in the club. There is an openness between these teams, resulting in fluid movement for the PDP players to join training - on regular occasions, members of the PDP will be asked to join First Team training. This gives the PDP players exposure to experience the level of standard they should be striving for. They also share social spaces such as the canteen. Many of the first team players see a mentor role with the PDP players. It is normal for the First Team coach to know the name of the PDP players.



Please describe any challenges the TDE experiences relating to achieving holistic development across the three domains.

- Resources – many of the staff, including all the age group coaches are part-time staff members, many have other jobs. This limits their capacity to carefully plan sessions. There is also a lack of multi-disciplinary support staff and what is available is ‘thin on the ground’ and prioritised by the older teams in the academy.
- Fear of missing out on other ‘talented players’. The academy is constantly reactive to recruiting players of perceived high talent/potential outside the academy. As there is limited academy capacity, this means that there is player ‘turnover’ each year. Desire for demonstration of quality is driven by the academy feeding the First Team and the financial gains associated to this. Home-grown players are income savers or generators for the club.



COACH
KIDS+
13-18

www.ICOACHKIDSplus.eu
@ICOACHKIDSworld