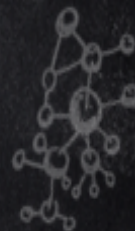


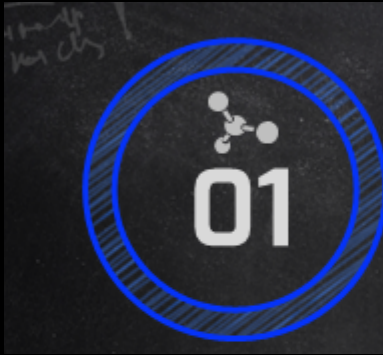
MODELOS DE ACADEMIAS EN EL MUNDO



Dr. Julio Calleja-González, Msc, PHd.

Departamento de Educación física y Deportiva

Universidad del País Vasco



**U.S. SOCCER
DEVELOPMENT
ACADEMY**

MEMBER

Estructura a largo plazo

Dotar a los jugadores/as de todas las herramientas necesarias

Desarrollar las mejores habilidades en su rango de edad en un clima apropiado

Crear un plan estrategico dirigido al crecimiento del deportista



Philadelphia Union Youth Development Model

Building for the Future

Technical Soccer Support

Tactical Soccer Support

Psychology Support

ADT Support

Union Academy Player

Academic Support

Sports Science

Medical PT/AT Support

Nutrition Support

Technology Video Support



Investing in the American Player

Committed to Youth Soccer Development



*The 360° Academy: Development of a sports academy educational model
implementing a comprehensive approach to the teaching, training and
all-round development of an athlete*



**Olga Laeva
Elena Bortnichek
Daria Smirnova
Lev Fertelmeyster
Maksim Shipov**

**Scientific Supervisor:
Alexander Chebotarev**

(Moscu , 2015)

| Criteria | Australia | Great Britain | Germany | Qatar | China | USA |
|----------|---|---|---|--|--|--|
| Sports | <p>Sports for professional athletes (sport of highest achievements):</p> <ul style="list-style-type: none"> - Soccer - Cricket - Golf - Netball - Rugby - Horse riding - Swimming <p>Additional training in the following disciplines:</p> <ul style="list-style-type: none"> - Basketball - Hockey - Tennis - Volleyball - Sailing | <p>Boys under 14 usually play team sports such as Rugby or Hockey in autumn, Hockey or Soccer in spring and Cricket or Athletics in summer. After 15 years boys can choose football in autumn and Rugby in spring.</p> <p>At 9th and 10th year girls play Hockey or Netball in autumn and spring, and Athletics, Swimming or Tennis in summer.</p> <p>The youngest students also have the opportunity to choose a specialty</p> | <ul style="list-style-type: none"> - Football (women) - Modern pentathlon - Handball (men) - Canoeing (race) - Judo - Beach volleyball - Athletics - Rowing - Swimming - Swimming (Paralympic) - Triathlon (grade 9) - Volleyball (women) - Water Polo | <ul style="list-style-type: none"> - Football - Athletics - Table tennis - Squash - Swimming - Shooting - Gymnastics - Fencing - Golf, - Sailing | <ul style="list-style-type: none"> - Table tennis - Gymnastics - Chess - Martial arts - Badminton - Taekwondo - Sanda - Boxing - Tennis | <ul style="list-style-type: none"> - Tennis - Golf - Soccer (male and female) - Basketball - American football - Lacrosse - Athletics - Ski racing |

The 360° Academy: Development of a sports academy educational model implementing a comprehensive approach to the teaching, training and all-round development of an athlete

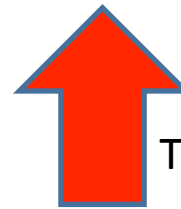
| Criteria | Australia | Great Britain | Germany | Qatar | China | USA |
|--------------------|--|---|--|---|---|---|
| Payment | Paid basis | Private school on a commercial basis. Annually awarded academic, artistic, musical and athletic scholarships. Scholarships are also available for candidates who demonstrate academic success significantly above average level in conjunction with abilities in other areas such as music, art, sports or performing arts. | For free | For free | The government funds the most promising athletes. Additional hours of training are available for an additional fee. | Paid basis |
| Cost | 15 thousand Australian dollars a year. | 15 thousand pounds a year. | For free | For free | Approximately 30,000 yuan per year. | More than 70 thousands dollars per year. |
| Sponsors, partners | Sponsors are not obvious from information provided on the official Internet website. | Sponsors are not obvious from information provided on the official Internet website. | The Ministry of education and science, youth and sports; Public education administration in Brandenburg. | The Academy is organized by the government of Qatar, it is also supported by various national sports federations. | Sponsors are not obvious from information provided on the official Internet website. | The Academy works with a lot of sponsors. As a recognized leader with a strong brand, it attracts a large number of sponsors of various levels. |

The 360° Academy: Development of a sports academy educational model implementing a comprehensive approach to the teaching, training and all-round development of an athlete

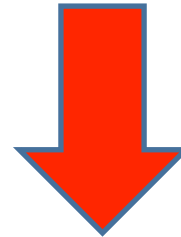




ASPIRE ACADEMY



Tecnología/ recursos/ material humano



Raza árabe/ cultura



(Dr. Buchheit)

Journal of Sports Sciences

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/rjsp20>

Mechanical determinants of acceleration and maximal sprinting speed in highly trained young soccer players

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^a Performance Department, Paris Saint Germain FC, Saint-Germain-en-Laye, France

^b Sport Science Department, Aspire, Academy for Sports Excellence, Doha, PO Box 22287, Qatar

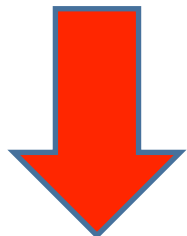
^c Laboratory of Exercise Physiology (EA 4338), University of Savoie, Le Bourget du Lac, France

^d Laboratory of Human Motricity, Education Sport and Health (LAMHESS), University of Nice Sophia Antipolis, Nice, France

Published online: 30 Oct 2014.



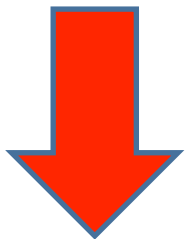
Programa de selección de talento nacional en edad de 12 años en cada deporte
Raza



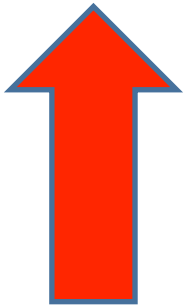
Creando un nuevo modelo, con la ayuda estatal,
pero en espera de fondos públicos



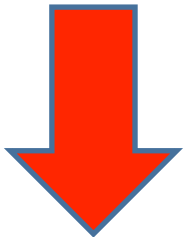
1500 millones
Cultura del arte marcial y su influencia en la educación postural
Estado apoya al deporte con innovadores modelos de selección
El sistema mas eficiente del mundo en selección y desarrollo
Sobre 10 deportes



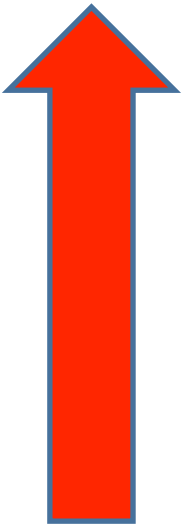
Proyecto 119. Solo para algunos deportes
Raza



300 millones
Representan idea de país
4 modelos profesionales son deportes de equipo
Combina educación deporte / **universitario**



??



País tecnológico, apuesta por modernidad y métodos científico

Uno de los mejores ejemplo de desarrollo armónico de los deportistas

Su base combina estudios y deporte

Programa intensivo con dos años con 15 años

Planes adaptados por deportes



The Youth Physical Development Model: A New Approach to Long-Term Athletic Development

Rhodri S. Lloyd, PhD, CSCS*^D and Jon L. Oliver, PhD²
¹Faculty of Applied Sciences, University of Gloucestershire, United Kingdom; and ²Cardiff School of Sport, Cardiff Metropolitan University, United Kingdom

SUMMARY

THE DEVELOPMENT OF PHYSICAL FITNESS IN YOUNG ATHLETES IS A RAPIDLY EXPANDING FIELD OF INTEREST FOR STRENGTH AND CONDITIONING COACHES, PHYSICAL EDUCATORS, SPORTS COACHES, AND PARENTS. PREVIOUS LONG-TERM ATHLETE DEVELOPMENT MODELS HAVE CLASSIFIED YOUTH-BASED TRAINING METHODOLOGIES IN RELATION TO CHRONOLOGICAL AGE GROUPS. AN APPROACH THAT HAS DISTINCT LIMITATIONS. MORE RECENT MODELS HAVE ATTEMPTED TO BRIDGE MATURATION AND PERIODS OF TRAINABILITY FOR A LIMITED NUMBER OF FITNESS QUALITIES, ALTHOUGH SUCH MODELS APPEAR TO BE BASED ON SUBJECTIVE ANALYSIS. THE YOUTH PHYSICAL DEVELOPMENT MODEL PROVIDES A LOGICAL AND EVIDENCE-BASED APPROACH TO THE SYSTEMATIC DEVELOPMENT OF PHYSICAL PERFORMANCE IN YOUNG ATHLETES.

INTRODUCTION

In recent times, scientists and coaches have shown an increasing interest in the long-term development of young

athletes (7,23,30,44,63,65,80,100,102). Enhancing the physical abilities of children throughout childhood and adolescence to maximize athletic success at an adult age is not a novel concept, as evidenced by earlier youth-based training programs (20). Researchers have previously documented the importance of not treating children like “miniature adults” owing to clear differences in physical growth and stature (39). Therefore, the content and delivery of youth strength and conditioning provision should be markedly different from that of fully matured adults.

The long-term athlete development (LTAD) model (7) takes into consideration the maturational status of the child and offers a more strategic approach to the athletic development of youth. The LTAD model suggests that there exist critical “windows of opportunity” during the developmental years, whereby children and adolescents are more sensitive to training-induced adaptation (7). The model also states that a failure to use these windows will result in the limitation of future athletic potential (7). However, this concept is largely theoretical and lacks supporting longitudinal empirical evidence (4,44,84).

This article will present a new model, which provides a more considered and evidence-based approach to the long-term development of young athletes. The model will demonstrate that most, if not all, components of fitness are trainable throughout childhood and will question some preconceptions of current LTAD theory.

THE EVOLUTION OF LTAD THEORY

Early attempts at objectifying the process of LTAD were based on research that highlighted distinct phases of learning that characterized the development of elite performers: the early years, the middle years, and the later years (18). This early work was extended by Cote (32) who, after interviewing elite junior athletes, identified 3 distinct sport-specific stages of development: the sampling years (ages 6–12), the specializing years (ages 13–15), and the investment years (ages 16+). A common problem with these models is that they are classified in accordance with chronologic age, an approach that has previously been deemed flawed (44).

KEY WORDS:
 pediatrics; maturation; long-term athlete development

Long-Term Athlete Development

Playground to Podium

Planning for the sporting excellence and well-being of Canadians.

Sports can be classified as either early or late specialization. Early specialization sports include artistic and acrobatic sports such as gymnastics, diving, and figure skating. This outline is for late specialization sports.

www.LTAD.ca

Active Start

Males and Females 0-6

Fitness and movement skills development as a FUN part of daily life



FUNDamentals

Males 6-9 Females 6-8

Learn all FUNDamental movement skills and build overall motor skills
 Play many sports
 Focus on the ABCs of Athleticism: ability, balance, coordination, and speed



Learning to Train

Males 9-12 Females 9-11

Learn overall sport skills
 Acquire sport skills that will be the cornerstone of athletic development
 Play a variety of sports focusing on developing skills in three sports in particular



Training to Train

Age is growth-spurt dependent
 Males 12-16 Females 11-15

Build an endurance base, develop speed and strength towards the end of the stage, and further develop and consolidate sport specific skills
 Select two favourite sports based on predisposition



Training to Compete

Age varies depending on sport
 Males 16-23 +/- Females 15-21 +/-

Optimize fitness preparation and sport, individual, and position specific skills and learn to compete internationally



Training to Win

Ages are sport specific based on national and international normative data
 Males 19 +/- Females 18 +/-

Podium Performances



Active for Life

Enter at any age

A smooth transition from an athlete's competitive career to lifelong physical activity and participation in sport



"I was involved in many sports growing up, which helped me develop many physical and psychological skills, which helped me when I focused on speed skating at the age of 17. It paid off as I stood on top of the podium 10 years later."

Catrina Le May Doan, Olympic and World Champion

"As a developing athlete, my coaches encouraged an intense but highly social program that kept our training group hungry for more work, and eager to take on new challenges. We worked hard, but in an environment with a lot of variety where fun was always a major priority. Success came easily to our group as we made the transition to international competition because another challenge was just what we were looking for."



Adam Van Koeverden, Olympic Champion



"I have gone through all the same stages of development as Canada's other elite athletes. From training hard as a teenager through learning to compete on the international stage, to standing on the Olympic podium, my development has taken time and perseverance."

Charal Petricer, Olympic, Paralympic, and World Champion



"I knew I always had the ability to perform at the highest levels, but my peak was always hampered by serious injuries in the middle of the competitive phase. When I came to understand the value of adequate recovery through regular therapy and regeneration techniques, I was able to perform consistently throughout the year. Being uninjured during the competitive season enabled me to spend more time on race specific preparation and modeling practices and that ultimately played a major role in my bronze medal performance at the 2005 world track and field championships."



Tyler Christopher, World Championship medalist



"Even though one must specialize quite young in my sport - diving - I still had to go through all the stages described in the Long-Term Athlete Development Model. I just had to go through them a bit quicker."

Alexandre Despatie, Olympic medalist and World Champion



"I believe in the power of play to develop a healthy child. My childhood was very physical, full of fun and creative, self-organized, unstructured play. I tried many different sports, particularly running, and developed a healthy, strong body that loved to move. I was 17 when I first discovered rowing and found that my active childhood had laid the foundation needed for me to be successful competing in a sport I loved."



Sillem Luusman, Olympic medalist and World Champion



"When I was growing up, I trained many, many more times than I played games, which allowed me to develop the skills and the physical conditioning to play at the world's highest level."

Owen Hargreaves, England and Bayern Munich, Champion League Winner

"Winning medals in both Summer and Winter Olympics was not easy. I believe the most crucial ingredient to my success as an athlete was my development as a youngster in an incredible range of community and school sports. From soccer to hockey, ballet to gymnastics, softball to soccer, track and field to volleyball, roller speed skating to speed skating and cycling. I was able to develop the attributes that carry me to success on the international playing field. I also learnt how to have fun with sport long before I knew what the pressure of competition entailed. I learnt how to play before I learnt how to win, and now I do both!"



Clara Hughes, Winter and Summer Olympic Games medalist





| EARLY SPECIALIZATION MODEL |
|----------------------------|
| 1. Training to Train Stage |
| 2. Training to Compete |
| 3. Training to Win |
| 4. Retirement / retainment |
| LATE SPECIALIZATION MODEL |
| 1. FUNdamental Stage |
| 2. Learning to Train |
| 3. Training to Train |
| 4. Training to Compete |
| 5. Training to Win |
| 6. Retirement/Retainment |



Consulta:<http://canadiansportforlife.ca/03/03/2017>

Long-Term Athlete Development



CANADA

International Journal of Sports Physiology and Performance, 2010, 5, 103-116
© Human Kinetics, Inc.

Talent Development in Adolescent Team Sports: A Review

Darren J. Burgess and Geraldine A. Naughton



(Dr. Burgess)

Burgess et al. *Int j Sports Phy and Perf.* 2010, 5, 103-116.

The Institute for Scientific Information® (ISI®). Thomson Reuters [IF: 3.2]

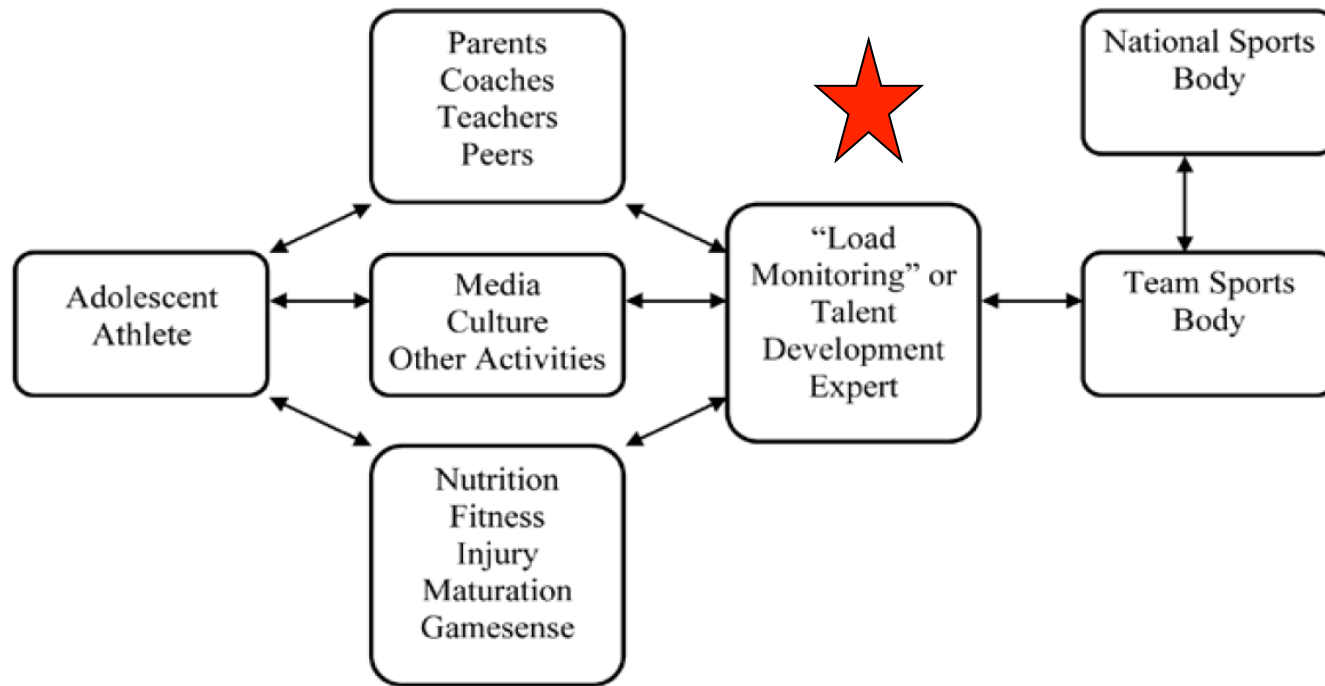
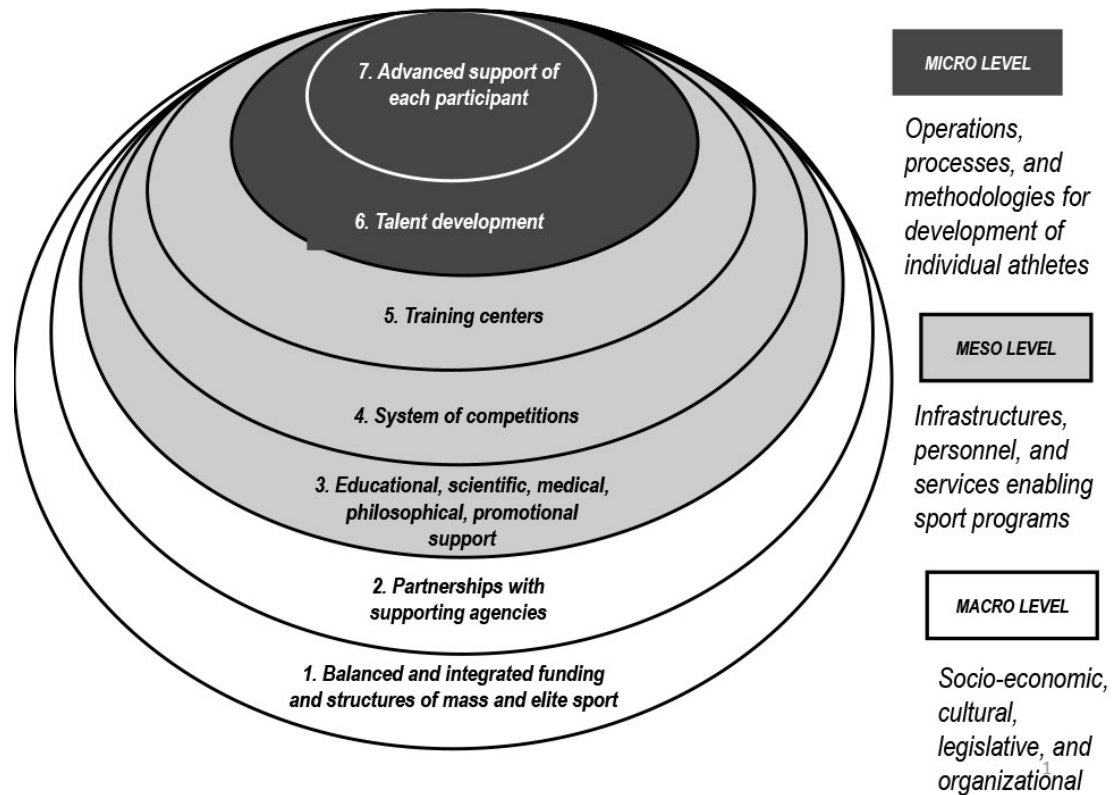


Figure 1 — A proposed new model of talent development for adolescent team sport players.

Burguess et al. Int J Sports Phy and Perf. 2010, 5, 103-116.

The Institute for Scientific Information® (ISI®). Thomson Reuters [IF: 3.2]


The High Performance Management Model: From Olympic and Professional to University Sport in the United States



The Smolianov and Zakus Model (Smolianov & Zakus, 2008)

CLINICAL FEATURE
ORIGINAL RESEARCH

The Spanish “Century XXI” academy for developing elite level basketballers: design, monitoring and training methodologies

Julio Calleja-González^a, Juan Mielgo-Ayuso^b, José Antonio Lekue^c, Xabier Leibar^c, Julen Erauzkin^c, Igor Jukic^d, Sergej M. Ostojic^e, Anne Delextrat^f, Jaime Sampaio ^g and Nicolás Terrados^h

^aLaboratory of Human Performance, Department of Physical Education and Sport, Faculty of Physical Activity and Sport, University of the Basque Country, Vitoria, Spain; ^bFaculty of Health Sciences, Universidad Isabel I, www.ui1.es, Burgos, Spain; ^cCentro de Perfeccionamiento Técnico de Fadura, Sports Authority, Basque Government, Getxo, Spain; ^dFaculty of Kinesiology, Sports Diagnostic Center, University of Zagreb, Zagreb, Croatia; ^eExercise Physiology Lab, Center for Health, Exercise and Sport Sciences, Belgrade, Serbia; ^fDepartment of Sport Sciences, Exercise and Health, University of Trás-os-Montes and Alto Douro, Vila Real, Portugal; ^gCreativeLab, Research Center for Sport Sciences, Health and Human Development, University of Trás-os-Montes e Alto Douro at Vila Real, Vila Real, Portugal; ^hRegional Sports Medicine Unit of Asturias, Aviles Municipal Sports Foundation and Department of Functional Biology, University of Oviedo, Oviedo, Spain

Table 1. General performance model.

| | Health primary control | Maturation diagnosis | Physical conditioning evaluation | Fatigue control |
|-------------|---|---|---|---|
| Goals | Rule out serious pathologies. Identify risk factors. Meet the legal requirement | Determine biological age and maturation. Identify early matures | Analyze morphological characteristics of the players. Study results for training process. Prepare reference tables values. Set forecasts of physical performance | Assessment of the impact of the activity of training and competition. Identify acute and chronic fatigue |
| Method | Basic fitness test Anamnesis Echocardiography (Junior, 16 years) <i>Cardio respiratory</i> fitness evaluation. Musculoskeletal apparatus evaluation | Determine biological age. Determine sexual maturation. Determine somatic maturity. Predict adult height. Kineantropometry | 20 m speed test. 3 × 10 Shuttle Run Test. Overhead Medicine Ball Throw 3, 4, 5 Kg. Low Back Dynamometer. Extensors. Countermovement jump. Abalakov | Overall rating organic stress by complete analytical blood test. Internal load control using simple and noninvasive variables: weight, RPE, basal HR |
| Age | Chronological and biological age control | Transition childhood-adolescence. | In junior category effort test | From each year of recruitment. |
| Periodicity | Each season (September–March) | Once per season and may be repeated one in the event of late maturing | Based on periodization (3–4 per season) | Based on periodization (3–4 per season) |

The volume and intensity of the training programs increased progressively based on long-term development program.

Table 3. General objectives of each year.

| Training stages | Year | Year of the cycle | Social goals | Technical goals |
|-----------------|----------|-------------------|--|--|
| Cadet 1º | 14 years | 1 | To integrate the player in the role of the competition | To condition in a general way basic components |
| Cadet 2º | 15 years | 2 | To motivate the players to be inside the competition system | To condition general components related to the basketball |
| Junior 1º | 16 years | 3 | To place the player in the competition that better lends for the evolution of all his capacities | To specify the aspects of performance in basketball |
| Junior 2º | 17 years | 4 | To integrate completely to the players in the high performance roles | To develop the maximum expression of the sports specialization |

Table 4. Distribution of training load by age.

| Age (years) | 14 | 15 | 16 | 17 |
|----------------------------------|--|---|--|--|
| Category | Cadet 1º | Cadet 2º | Junior 1º | Junior 2º |
| Training sessions (hours) | 200 | 250 | 300 | 450 |
| Training sessions/week | 3-4 | 4 | 4-5 | 5-6 |
| Hours/week | 3:45-5:00 | 6:00 | 8:00-10:00 | 10:00-12:00 |
| Training time sessions (hours) | 1:15 | 1:30 | 2:00 | 2:15 |
| Competitive matches per season | 20 | 30 | 40 | > 40 |
| Type and % of the total training | Physical: 30% Technical: 50% Tactical: 20% | Physical : 40% Technical: 40% Tactical: 20% | Physical: 25% Technical: 40% Tactical: 35% | Physical: 15% Technical: 25% Tactical: 60% |

Quien se
atreva a
enseñar
nunca debe
dejar de
aprender...





berabera





¿CUÁL ES EL OBJETIVO?

*Elaborar un mensaje publicitario capaz de
determinar que queremos que ocurra y cual
ha de ser la meta.*

AYUDAR A MEJORAR LOS MODELOS DE CANTERA EN LA CAV

EQUIPOS DE CANTERA DE EXCELENCIA

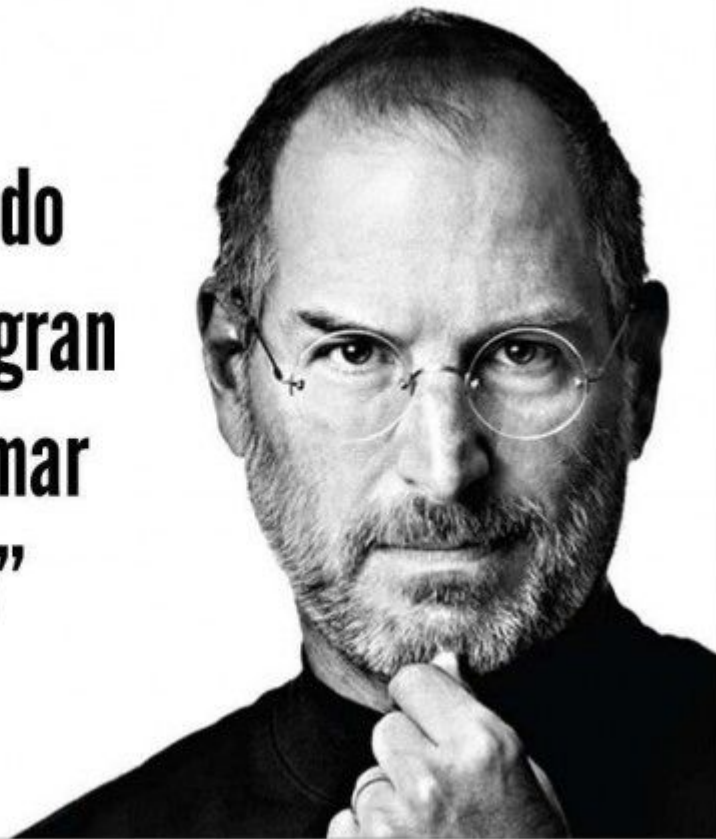
EQUIPO DE CANTERA PROFESIONAL EN LA CAV

EQUIPOS CON MODELO EXITOS NO PROFESIONAL DE LA CAV



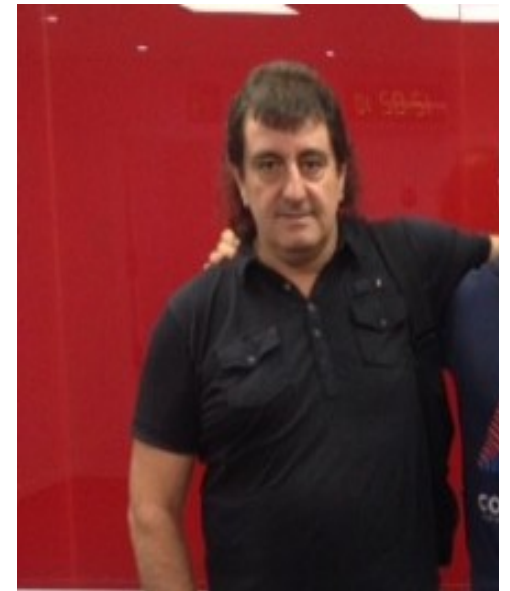
**“El único modo
de hacer un gran
trabajo es amar
lo que haces”**

Steve Jobs

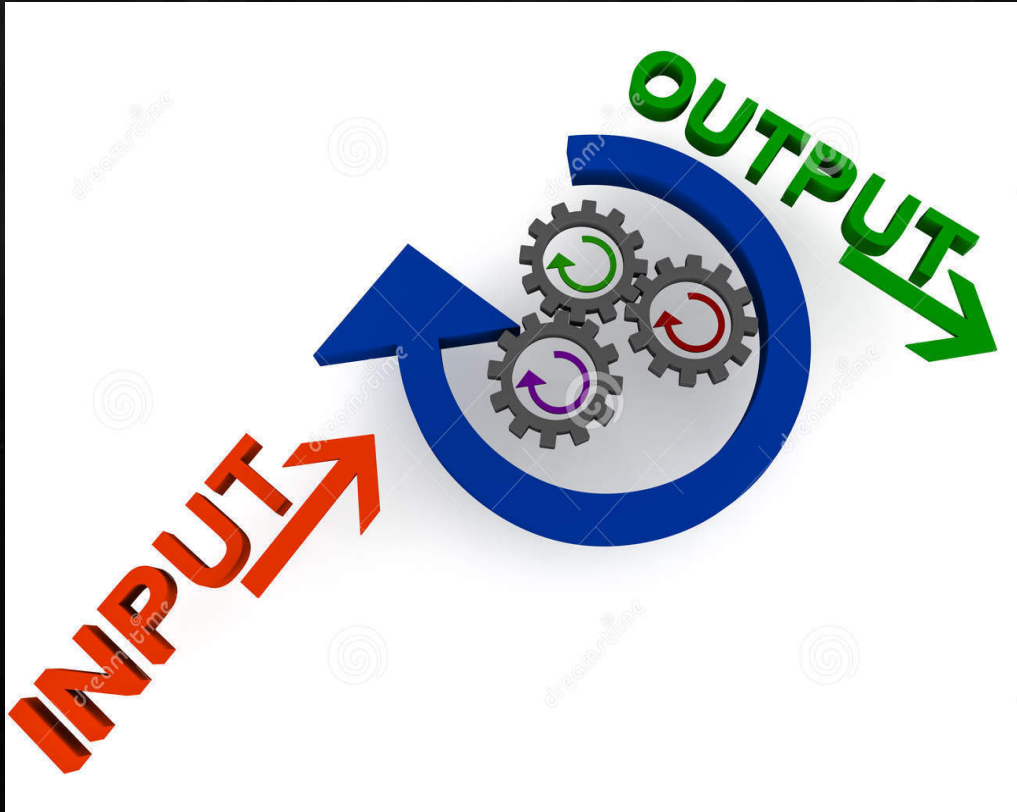




PIEDRA ANGULAR



- ✓ **Filosofía del club**
- ✓ **Organización departamentos-organigrama**
- ✓ **Perfil profesionales**
- ✓ **Plan a largo plazo**
- ✓ **Contenidos y objetivos**
- ✓ **Semana típica**
- ✓ **Test de selección de talentos**
- ✓ **Salida de jugadores durante el proceso**



Pediriamossss.....

