



LONG TERM ATHLETE DEVELOPMENT



BERMUDA VOLLEYBALL ASSOCIATION
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1. INTRODUCTION

The Bermuda Volleyball Association (BVA) stands as a testament to the enduring passion for the sport on the island, tracing its roots back to the mid 70s. The association embarked on its journey by establishing indoor and grass leagues, laying the foundation for what would become a thriving volleyball community. In an era where volleyball was only played in schools, the BVA emerged as a pioneering force, introducing the sport to a broader audience through its innovative programs. Despite facing financial challenges that led to the suspension of youth camps in the 90s, the association persevered, experiencing significant growth in the mid-90s with the introduction of beach volleyball leagues alongside the established indoor and grass variants.

With a commitment to fostering both competitive spirit and recreational enjoyment, the Senior National Team Programs were established in 2002. This marked a pivotal moment, as Bermuda prepared to showcase its volleyball prowess on the international stage, competing in events such as the "Small Island Games," now known as the "International Island Games."



Founded with the vision to cultivate homegrown talent, the BVA launched its Youth Programs in 2007. This strategic initiative marks a departure from the past, where senior teams were predominantly comprised of expatriates who had honed their skills overseas. What began as a 6-week summer camp blossomed into the formalized Junior National Team (JNT) in 2008, offering promising young athletes a structured pathway to nurture their talents. Initially, the JNT was comprised of 30 total athletes (girls and boys) ages 14-16. Presently, the JNT has grown to 108 girls and 53 boys who train indoors from September - February. Now, with the JNT firmly established as a breeding ground for future stars, Bermudian athletes are afforded the opportunity to realize their full potential on the international stage.



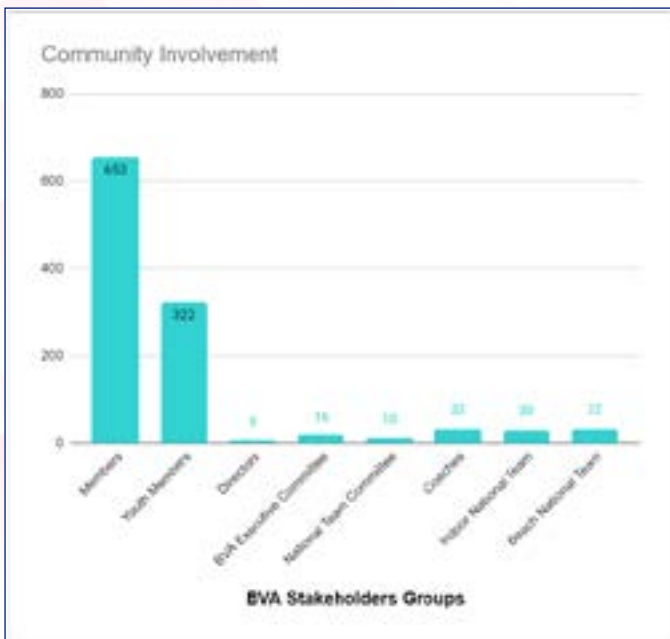
2008



2023

The evolution of the Recreational, Competitive, Senior National Team and Junior National Team programs epitomizes the association’s unwavering dedication to grassroots development, empowering young athletes to dream big and pursue their passion for volleyball in Bermuda for life. As these promising talents continue to hone their skills under the guidance of seasoned coaches and mentors, the future of Bermudian volleyball shines brighter than ever before, fueled by a deep-seated sense of pride and unity within the island’s sporting community.

BVA Participants At A Glance



Governing Bodies

Bermuda Volleyball Association acts as the sole authority governing the sport volleyball in Bermuda by making, maintaining and enforcing rules consistent with the rules of the FIVB, the Federation Internationale de Volleyball, the international governing body responsible for all forms of Volleyball on a global level.

International Governance

FIVB - Federation Internationale de Volleyball

NORCECA - The North, Central America and Caribbean Volleyball Confederation

ECVA - Eastern Caribbean Volleyball Association

BVA - Bermuda Volleyball Association





Bermuda Governance

The BVA must maintain compliance with all policies & procedures from the Registry General, Department of Youth, Sport & Recreation, Association of National Sport Governing Bodies, the Bermuda Olympic Association and the Bermuda Sport Anti-Doping Authority.



What Is Long-Term Athlete Development?

Long-Term Athlete Development (LTAD) is a multi-stage training, competition and recovery pathway guiding an individual's experience in sport and physical activity. It takes into account growth, maturation and development, trainability and sport system alignment to enable optimal participation for every child, youth and/or adult. The LTAD framework recognizes that both high performance and lifelong engagement are built on the same foundation as physical literacy, and understands that an effective sport system builds a solid foundation before moving toward sport specificity. Long-term athlete development understands that optimum development and success in sport is a long-term process that is achieved over a course of time through specific and well-planned programming. LTAD forms the foundation for national sport development by providing a framework and pathway for the progression of athletes, programs and related activities, and is closely linked to the successful implementation of five goals National Sport Policy.

- **Increase participation.**
- **Achieve sporting excellence regionally.**
- **Improve access to sports facilities.**
- **Increase the value of sport.**
- **Establish a framework for talent development.**

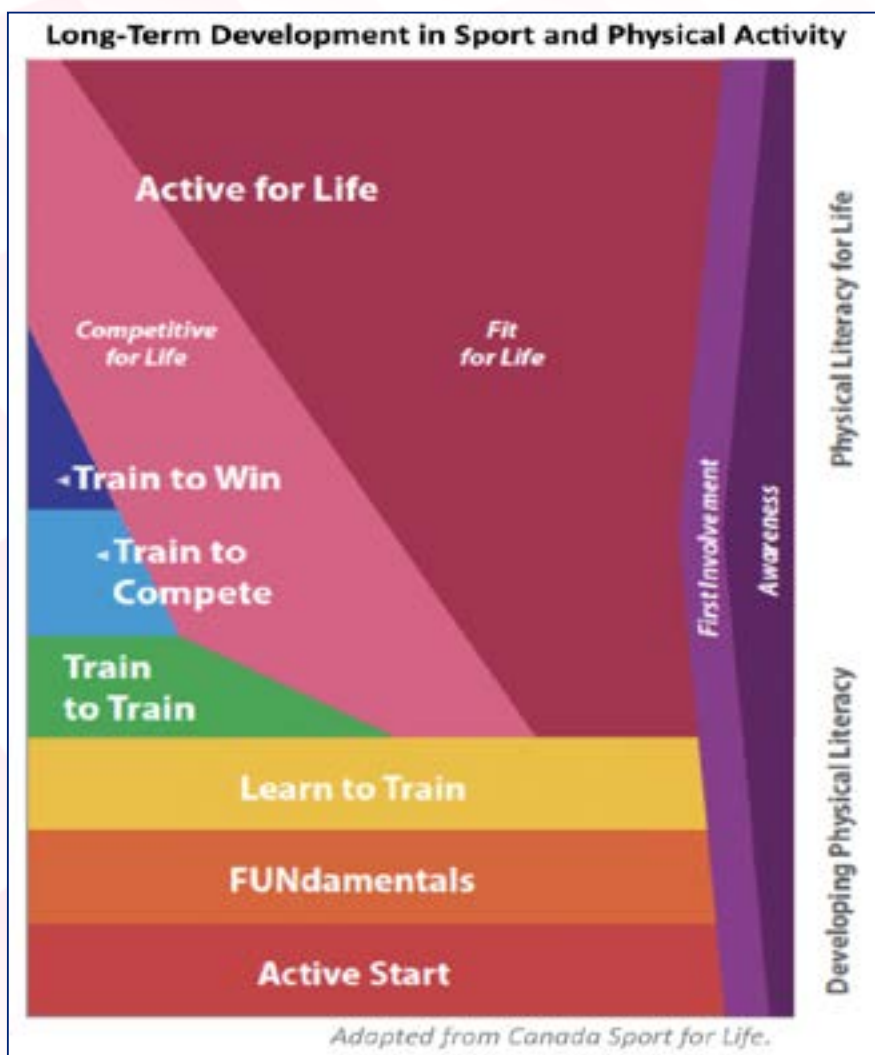


Why is Long-Term Athlete Development Important?

Successful athletes who want to continue to do well must continue to learn and improve. If their development stops, they will get left behind. The same is true of the Bermudian volleyball system. We must continue to learn and improve if we want to be successful. As well, Bermudian volleyball players have not been consistent performers at the international level. What can we do to improve our performances and make our programs consistently strong year after year? How and to what extent does the existing system enhance athlete development and performance? How does it interfere? Where can we improve? LTAD will guide us in analyzing the Bermudian volleyball system, highlighting its gaps and shortcomings, and aid in developing solutions. It can help programs address issues such as:

- How to attract people to volleyball and retain them.
- How to provide effective and enjoyable programs for all participants.
- How our school, club, and talent identification systems (as well as others) can meet the needs of volleyball players at all stages of development.
- What programs should be developed to encourage athletes within the community.

What are the key Principles of LTAD?





- 1. Awareness and First Involvement** – To engage in sport and physical activity, individuals must be aware of what opportunities exist for them, and when they try an activity for the first time, it is critical that the experience is positive.
 - Awareness promotes an understanding of opportunities to get involved in sport and physical activity. It highlights opportunities for persons of all abilities to participate in sport, become an athlete, and go as far as their ability and motivation will take them. In Awareness, prospective participants and leaders are informed of the range of activities available and how they can take part.
 - First involvement refers to the first experiences participants have in sport. In this phase it is critical to ensure individuals have a positive first experience in an activity as negative first experiences can lead to non-participation. Organizations and leaders need to create a safe, welcoming, and inclusive environment for participants with developmentally appropriate instruction, adapted equipment, and facilities with a program orientation they will nurture the desire and confidence to participate for life. Clear direction should be provided to participants regarding their second involvement.
- 2. Active Start** – From 0–6 years, boys and girls need to be engaged in daily active play. Through play and movement, they develop the fundamental movement skills and learn how to link them together. At this stage developmentally appropriate activities will help participants feel competent and comfortable participating in a variety of fun and challenging activities and games.
- 3. Fundamentals** – In the FUNdamentals stage, participants develop fundamental movement skills in structured and unstructured environments for play. The focus is on providing fun, inclusive, multisport, and developmentally appropriate sport and physical activity. These experiences will result in the participant developing a wide range of movement skills along with the confidence and desire to participate.
- 4. Learn to Train** – Once a wide range of fundamental movement skills have been acquired, participants progress into the Learn to Train stage leading to understanding basic rules, tactics, and strategy in games and refinement of sport specific skills. There are opportunities to participate in multiple sports with competitions focused on skill development and retention. Games and activities are inclusive, fun, and skill based. At the end of the Learn to Train stage, participants grow (or progress) towards sport excellence in the Train to Train stage or being Active for Life, either by being Competitive for Life or Fit for Life.
- 5. Train to Train** – Athletes enter the Train to Train stage when they have developed proficiency in the athlete development performance components (physical, technical-tactical, mental, and emotional). Rapid physical growth, the development of sporting capability, and commitment occurs in this stage. Athletes will generally specialize in one sport towards the end of the stage. A progression from local to provincial competition occurs over the course of the stage.
- 6. Train to Compete** – Athletes enter the Train to Compete stage when they are proficient in sport-specific Train to Train athlete development components (physical, technical-tactical, mental, and emotional). Athletes are training nearly full-time and competing at the national level while being introduced to international competition.
- 7. Train to Win** – Athletes in the Train to Win stage are world class competitors who are competing at the highest level of competition in the world (e.g. Olympics, Paralympics, World Championships, World Cups or top professional leagues). These athletes have highly personalized training and competition plans and have an Integrated Support Team of physical therapists, athletic therapists, and sport psychologists providing ongoing support.
- 8. Active for Life** – Individuals who have a desire to be physically active are in the Active for Life stage. A participant may choose to be Competitive for Life or Fit for Life and, if inclined, give back as a sport or physical activity leader. Competitive for Life includes those who compete in any organized sport recreation leagues to Master Games. Fit for Life includes active people who participate in non-competitive physical activity.

Key Principles of LTAD



Ten Key Factors of LTAD





Ten Key Factors of LTAD

- 1. Physical Literacy** – Children will not stay active with recreational activity or develop into high performance athletes if they don't have physical literacy, and they will not have physical literacy if they do not get the FUNdamentals. The FUNdamentals include a wide variety of fundamental movement skills and fundamental sport skills that should be learned at young ages (before the onset of the adolescent growth spurt) in four different environments: ground, water, air, and snow and ice. With these basic skills, children gain the ability, competence and confidence to practice any sport or physical activity they choose.
- 2. Specialization** – There are right times and wrong times to specialize in any one sport or physical activity. Specialize too early, and the athlete may limit their development and success at older ages. Specialize too late, and the athlete may miss key developmental opportunities. In most sports, athletes should not specialize until they are between the ages of 12 to 15. Prior to that age, they should participate in a wide range of sports to ensure they become competent, well-rounded athletes who have acquired physical literacy.
- 3. Age** – Children grow and develop at different rates. Sport and physical activity need to take each child's stage of growth and development into account when designing training, competition, and recovery programs.
- 4. Sensitive Periods** – As children grow and develop, there are times when practice and training will have the greatest effect. These "sensitive periods" provide a special opportunity to train and develop important skills and physical abilities that will impact athletic performance through the lifespan.
- 5. Intellectual, Emotional, and Moral Development** – LTAD addresses the complete physical, mental, cognitive, and emotional development of athletes – not just physical characteristics and performance qualities. Training, competition, and recovery programs need to consider the mental, cognitive, and emotional development of each athlete.
- 6. Excellence Takes Time** – Research has shown that it takes 10,000 hours of quality training for athletes to achieve their full potential and perform at an elite level. In most examples of top-ranked athletes and other star performers, their 10,000 hours are usually accumulated over at least 10 years of training and competing.
- 7. Periodization** – Simply put, periodization is time management. It outlines all annual and seasonal training within a logical schedule to bring about optimal improvements in athlete performance at the right times, while minimizing injury and burnout. Periodization plans connect the LTAD stage of the athlete with the training and development requirements of that stage.
- 8. Competition** – Athletes need to train and compete according to training-to-competition ratios that develop skills and fitness while preventing injury and burnout. As well, the quality of competition and the timing of competitive events need to serve the needs of the athlete – not the needs of coaches, parents, and administrators.
- 9. Sport System Alignment and Integration** – Based on Sport for Life's principles, LTAD promotes system alignment and integration between sport clubs and national sport organizations. Sport for Life addresses the overarching system and structure of sport and physical activity in Canada, including the relationship between school sport, physical education, and high performance sport at all levels from policy to program delivery.
- 10. Continuous Improvement** – The concept of continuous improvement, which permeates LTAD, is drawn from the respected Japanese industrial philosophy known as Kaizen. By applying a willingness to always seek improvements in our understanding and practice, LTAD will continuously evolve to accommodate new breakthroughs in sport science research, new innovations in technology, and evolving best practices in coaching.

2. PHYSICAL LITERACY

What is Physical Literacy and why is it important?

Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.

Physical activity is a lot more fun when we're physically literate. If we want children to be active for life, ideally they will need to develop physical literacy at a young age during the early stages of Long-Term Athlete Development. The elements of Physical Literacy are:

- 1. Motivation and Confidence (Affective)** - Motivation and confidence refers to an individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.
- 2. Physical Competence (Physical)** - Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced physical competence enables an individual to participate in a wide range of physical activities and settings.
- 3. Knowledge and Understanding (Cognitive)** - Knowledge and understanding includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.
- 4. Engagement in Physical Activities for Life (Behavioral)** - Engagement in physical activities for life refers to an individual taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritizing and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.

How does the Bermuda Volleyball Association contribute to developing Physical Literacy in Bermuda?

Volleyball is a fantastic sport for promoting physical literacy in Bermuda for several reasons:

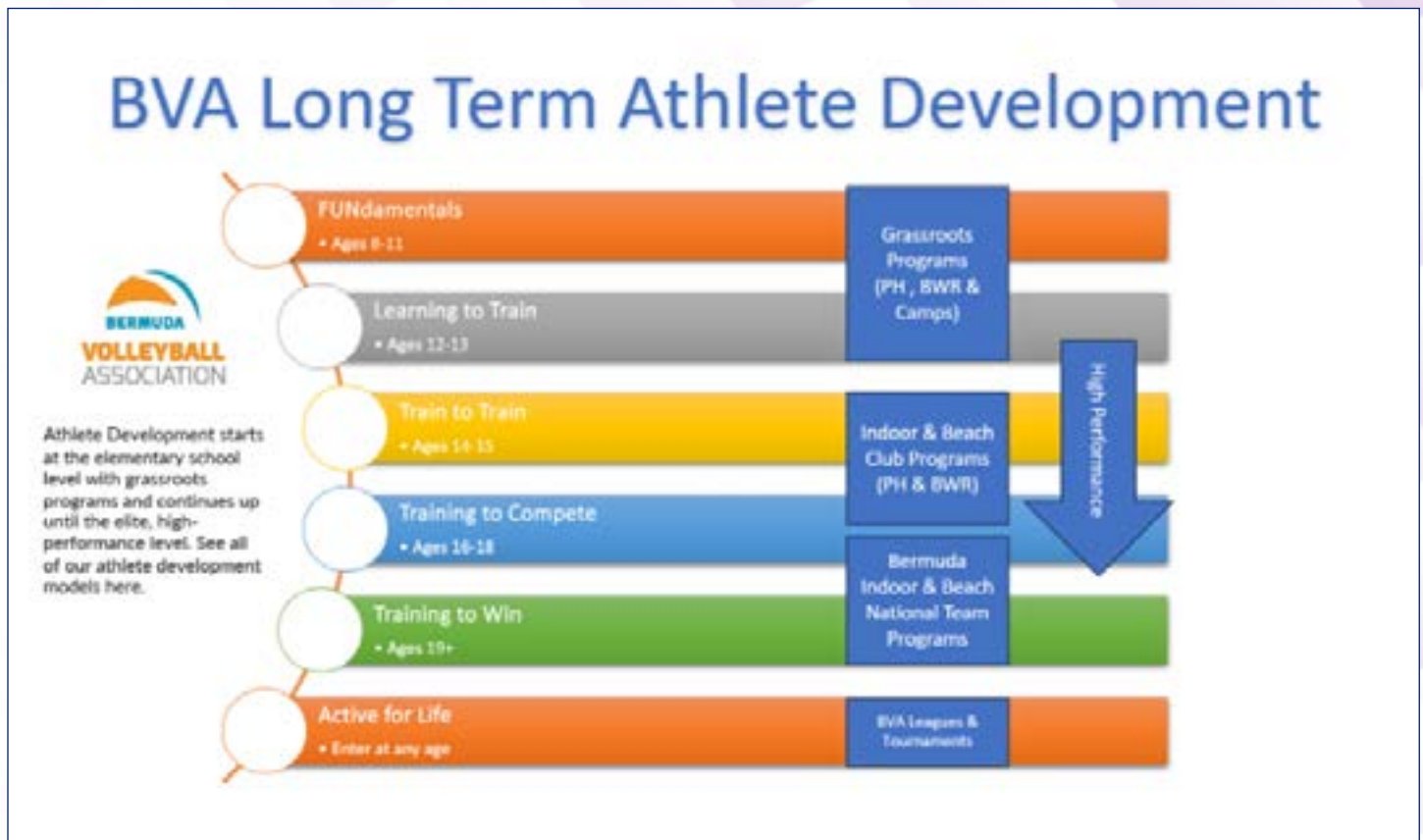
- **Fundamental Movement Skills:** Volleyball requires a combination of fundamental movement skills such as running, jumping, throwing, and hand-eye coordination. Practicing these skills in the context of volleyball helps individuals develop a solid foundation of movement abilities.
- **Balance and Coordination:** Playing volleyball demands precise control of body movements, especially when passing, setting, and hitting the ball. This improves balance, coordination, and spatial awareness, which are essential components of physical literacy.
- **Strength and Endurance:** Volleyball involves frequent jumping, diving, and quick movements, which can improve muscular strength and endurance, particularly in the legs, core, and upper body.
- **Teamwork and Communication:** Volleyball is a team sport that relies heavily on effective communication and collaboration. Players learn how to work together, anticipate each other's actions, and communicate strategies, fostering social interaction and teamwork skills.
- **Problem Solving and Decision Making:** Volleyball requires players to make split-second decisions about when to pass, set, or spike the ball, as well as strategic decisions about positioning and tactics. This promotes cognitive skills such as problem-solving and decision-making under pressure.
- **Inclusivity and Social Interaction:** Volleyball is a sport that can be enjoyed by people of all ages, genders, and abilities. The BVA provides opportunities for social interaction, cooperation, and inclusivity within the community, fostering a sense of belonging and camaraderie.

Overall, volleyball contributes significantly to the development of physical literacy in Bermuda by promoting a wide range of physical, cognitive, and social skills in an inclusive and engaging environment.



3. STAGE BY STAGE DEVELOPMENT

Developing a long-term player development pathway for the Bermuda Volleyball Association involves identifying the key stages of player development, determining the specific skills and attributes required at each stage, and creating appropriate training programs and competitions to support the players' progress. Here is a comprehensive long-term player development pathway for the Bermuda Volleyball Association:



3. STAGE 1: AWARENESS AND FIRST INVOLVEMENT

The BVA recruits newcomers through events like the International Day of the Girl and the BSSF Middle School Tournament. Advertising efforts span social media, email campaigns, and the website, ensuring broad visibility for upcoming camps and programs. Word of mouth and high attrition rates of long-time members plays a significant role as satisfied participants share their experiences. However, there is room for improvement in this stage to further enhance awareness and initial involvement.

4. STAGE 2: ACTIVE START (AGES 0-6)

The BVA does not provide programs targeted to this stage of development. At this stage, future BVA members will typically be gaining experience in swimming, running, football, cricket, gymnastics, dance, tee ball, tennis, rugby, martial arts, golf, sailing and more.

5. STAGE 3: FUNDAMENTALS (AGES 8-11)

The goal of this stage is to introduce children to the game of volleyball in a fun and engaging way, and to help them develop basic motor skills that will serve as a foundation for future volleyball-specific skills. This stage would be focused on participation and skill development, rather than competition. Activities could include basic hand-eye coordination games, movement and agility drills, and simple volleyball games with modified rules and equipment.



FUNDamental BVA Operated Programs

Program	Age Group	Gender	Season Length	Training Hours/week	Competition Hours/week	Average # Participants	# Coaches to Operate
Indoor Camp	8-14	ALL	1 week periods during school breaks	22.5	5	40	4
Beach Camps	9-13	ALL		15	5	19	2
Paradise Hitters Volleyball Club	9-11	Girls	September - March	4	2-3	22	6
Big Wave Riders Volleyball Club	10-12	Boys	September - March	4	2-3	0	2





Training objectives:

- Introduce the basic rules of volleyball
- Develop basic motor skills such as running, jumping, and throwing
- Develop ball control and movement skills
- Introduce the proper techniques for serving, passing, and hitting

Competition objectives:

- Focus on participation, fun, and learning
- Introduce the basic concepts of teamwork and sportsmanship
- Encourage fair play and respect for opponents and officials
- Play "Triple Ball" - a version of volleyball that is modified to promote more contacts and rallies.

Competition Opportunity			
Program	Domestic	International (Participated)	International (Potential)
Paradise Hitters Volleyball Club	Youth League	Nike Boston Volleyball Festival	Additional Overseas Club Tournaments
Big Wave Riders Volleyball Club	Youth League	Nike Boston Volleyball Festival	Additional Overseas Club Tournaments

Resources:

- Qualified coaches with experience working with young children
- Age-appropriate equipment, including smaller, lighter balls and lower nets
- Safe and accessible training facilities, such as school gyms or community centers



6. STAGE 4: LEARNING TO TRAIN (12-13)

The goal of this stage is to build on the foundational skills developed in Stage 1, and to introduce more advanced volleyball-specific skills. Players will learn the basic techniques for serving, passing, setting, hitting, and blocking, as well as the rules and tactics of the game. At this stage, players should be encouraged to participate in friendly matches and low-pressure tournaments to gain experience and build confidence.



Learning to Train BVA Operated Programs

Program	Age Group	Gender	Season Length	Training Hours/week	Competition Hours/week	Average # Participants	# Coaches to Operate
Indoor Camp	8-14	ALL	1 week periods during school breaks	22.5	5	40	4
Beach Camps	9-13	ALL		15	5	19	2
Paradise Hitters Volleyball Club	12-13	Girls	September - March	4	2-4	41	7
Big Wave Riders Volleyball Club	13-14	Boys	September - March	4	2-3	27	2
Beach Volleyball	10-12	Girls	April - May	-	1.5	24	1





Training objectives:

- Develop physical literacy and volleyball-specific skills
- Improve the players’ movement skills, agility, jumping and coordination
- Introduce the proper techniques for setting and blocking
- Develop the players’ understanding of the basic and intermediate tactics of the game

Competition objectives:

- Focus on participation, fun, and learning
- Provide opportunities for the players to apply their skills in game situations
- Encourage fair play, respect for opponents, and sportsmanship
- Introduce Beach Volleyball games

Competition Opportunity			
Program	Domestic	International (Participated)	International (Potential)
Paradise Hitters Volleyball Club	Youth League	Nike Boston Volleyball Festival, Florida Holiday Challenge	Additional Overseas Club Tournaments
Big Wave Riders Volleyball Club	Youth League	Nike Boston Volleyball Festival	Additional Overseas Club Tournaments
Beach Volleyball	BVA Tournaments	None	None

Resources:

- Qualified coaches with experience coaching at the junior level
- Age-appropriate equipment, including regulation-sized balls and nets
- Access to local and regional tournaments and competitions



7. STAGE 5: TRAINING TO TRAIN (AGES 14-15)

The goal of this stage is to help players develop specialized skills and positions within the team, and to prepare them for higher levels of competition. Players may choose to focus on specific skills, such as setting or hitting, or to specialize in a particular position, such as libero or middle blocker. This stage should include more rigorous training and competition, with a focus on preparing players for higher-level play. This stage should include intensive training and competition, as well as opportunities for exposure to college coaches and professional scouts.



Train to Train BVA Operated Programs

Program	Age Group	Gender	Season Length	Training Hours/week	Competition Hours/week	Average # Participants	# Coaches to Operate
Paradise Hitters Volleyball Club	14-15	Girls	September - March	4	2-4	23	4
Big Wave Riders Volleyball Club	15-16	Boys	September - March	4	2	17	2
Beach Volleyball	14-15	ALL	April - May	-	2-4	30	2





Training objectives:

- Develop the players’ physical abilities, including speed, strength, and endurance
- Improve the players’ volleyball-specific skills and techniques
- Introduce the players to more complex tactics, including serve reception, defense, and transition
- Develop the players’ understanding of team play and their individual roles
- Introduce Beach Volleyball training

Competition objectives:

- Provide opportunities for the players to apply their skills in advanced competitive environments
- Focus on performance, skill development, and learning
- Encourage fair play, respect for opponents, and sportsmanship

Competition Opportunity			
Program	Domestic	International (Participated)	International (Potential)
Paradise Hitters Volleyball Club	Youth League, Women’s League	Nike Boston Volleyball Festival, Florida Holiday Challenge	Additional Overseas Club Tournaments
Big Wave Riders Volleyball Club	Youth League, Men’s League	Nike Boston Volleyball Festival	Additional Overseas Club Tournaments
Beach Volleyball	BVA Leagues and Tournaments	ECVA Youth Events	Norceca Youth Events

Resources:

- Qualified coaches with experience coaching at the junior level
- Age-appropriate equipment, including regulation-sized balls and nets
- Access to local and regional tournaments and competitions



8. STAGE 6: TRAINING TO COMPETE (AGES 16-18)

This stage is focused on the development of advanced volleyball skills and tactics and the preparation of players for high-level competition. Training sessions should be designed to develop the players' physical and mental abilities, including speed, strength, endurance, agility, and decision-making skills. The key skills to be developed at this stage are advanced defensive skills, offensive strategies and attacking techniques.



Training to Train BVA Operated Programs

Program	Age Group	Gender	Season Length	Training Hours/week	Competition Hours/week	Average # Participants	# Coaches to Operate
Paradise Hitters Volleyball Club	16-18	Girls	September - March	4	2-4	21	2
Big Wave Riders Volleyball Club	17-18	Boys	September - March	4	2	9	2
Beach Volleyball	16-18	ALL	April - May	6	2	16	2

Training objectives:

- Develop the players' physical and mental abilities to perform at a high level
- Improve the players' volleyball-specific skills and techniques to an elite level
- Introduce the players to advanced tactics and systems of play
- Develop the players' leadership skills and ability to work as a team
- Develop Beach Volleyball skills and technique





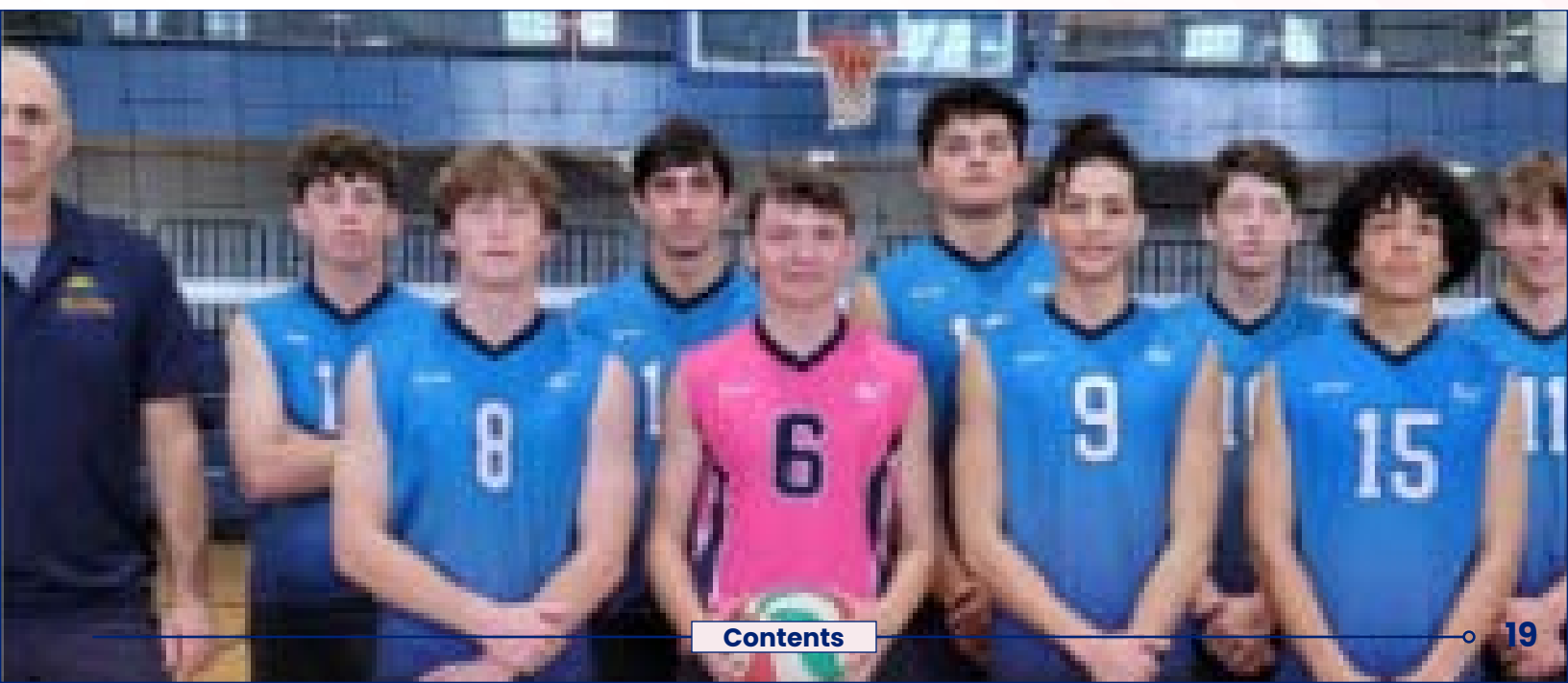
Competition objectives:

- Provide opportunities for the players to compete at a high level, including regional international competitions and domestic leagues and tournaments.
- Focus on performance, skill development, and tactical situations
- Provide opportunities to compete in Beach Volleyball at regional international competitions and domestic leagues and tournaments

Competition Opportunity			
Program	Domestic	International (Participated)	International (Potential)
Paradise Hitters Volleyball Club	Youth League, Women's League	Nike Boston Volleyball Festival, Florida Holiday Challenge, Regional U19 World Championship Qualifiers	Additional Overseas Club Tournaments, U19 World Championships, Youth Panamerican Games, Youth Olympics
Big Wave Riders Volleyball Club	Youth League, Men's League	Nike Boston Volleyball Festival, Regional U19 World Championship Qualifiers	Additional Overseas Club Tournaments, U19 World Championships, Youth Panamerican Games, Youth Olympics
Beach Volleyball	BVA Leagues and Tournaments	ECVA Youth Events, Youth Commonwealth Games, U21 Norceca Tour	Norceca Youth Events, U19 World Championships, Youth Panamerican Games, Youth Olympics

Resources:

- Qualified coaches with experience coaching at the high school or club level
- Access to regional international and domestic tournaments and competitions
- Strength and conditioning coaches to help players develop their physical abilities
- Mental training coaches to help players develop their focus and concentration



9. STAGE 7: TRAINING TO WIN (AGES 19+)

The goal of this stage is to focus on elite-level skill development and to compete internationally. Players should have a deep understanding of their position and be able to execute advanced skills and techniques with consistency. This stage should also focus on developing core body strength, volleyball specific strength and power, injury prevention and rehabilitation, competitive mindset and building mental toughness.



Training to Win BVA Operated Programs

Program	Age Group	Gender	Season Length	Training Hours/week	Competition Hours/week	Average # Participants	# Coaches to Operate
Devil's Isle Volleyball Club	19+	Women	January - October	4	2	37	2
Women's International Team	19+	Women	January - October	4	2	15	2
Men's International Team	19+	Men	September - March	4	2	15	2
Beach Volleyball	19+	ALL	May - September	6	2	12	2

Training objectives:

- Develop the players' volleyball-specific strength and power to an elite level
- Tweak and mature the players knowledge of advanced tactics and systems of play
- Elite athletes training priority transitions to Beach Volleyball



Competition objectives:

- Provide opportunities for the players to compete at the highest level of international competition that is available for Beach and Indoor Volleyball.
- Focus on performance, skill development, and tactical situations

Competition Opportunity			
Program	Domestic	International (Participated)	International (Potential)
Devil's Isle Volleyball Club	Women's League Spring Smash Tournament	US Open	Additional US Open Tournaments
Women's International Team	Women's League Spring Smash Tournamen	Regional U21, U23 and Senior World Championship Qualifiers, Natwest Island Games	U21, U23, Senior World Championships, Panamerican Games, Olympics
Men's International Team	Men's League	US Open, Regional U21, U23 and Senior World Championship Qualifiers, Natwest Island Games	U21, U23, Senior World Championships, Panamerican Games, Olympics
Beach Volleyball	BVA Leagues and Tournaments	ECVA senior Tour, U21 and Senior Norceca Tour, CAC	U21, U23, Senior World Championships, Commonwealth Games, Panamerican Games, Olympics

Resources:

- Qualified coaches with experience coaching at the collegiate or professional level
- Access to high-level national and international tournaments and competitions
- Sports medicine & athletic training staff to help players manage injuries and maintain their physical health
- Mental performance coaches to help players manage the mental demands of high-level competition

10. STAGE 8: ACTIVE FOR LIFE (ALL AGES)

The goal of this stage is to foster lifelong fitness and community engagement. With its emphasis on teamwork, communication, and agility, volleyball encourages individuals of all ages to stay active and connected. Whether played competitively or casually, the sport promotes physical well-being by enhancing cardiovascular health, strength, and coordination. Beyond the physical benefits, volleyball cultivates social bonds, uniting players in a shared pursuit of fun and camaraderie.



Active for Life BVA Operated Programs

Program	Age Group	Gender	Season Length	Training Hours/week	Competition Hours/week	Average # Participants	# Coaches to Operate
Spring League	18+	ALL	March - May	N/A	2	198	5
Corporate Tournament	18+	ALL	1 April Weekend	N/A	4	126	10
COED Indoor Tournament	18+	ALL	1 Fall Weekend	N/A	4	48	5
Winter League	18+	ALL	October - February	N/A	2	303	10
Summer League	18+	ALL	June - August	N/A	4-10	523	20
Summer Tournament	18+	ALL	4 June - August Weekends	N/A	5	326	10
Sand Lizards	18+	ALL	June - August	2	N/A	14	1
Indoor Skills Clinic	18+	ALL	November - January	2	N/A	12	1

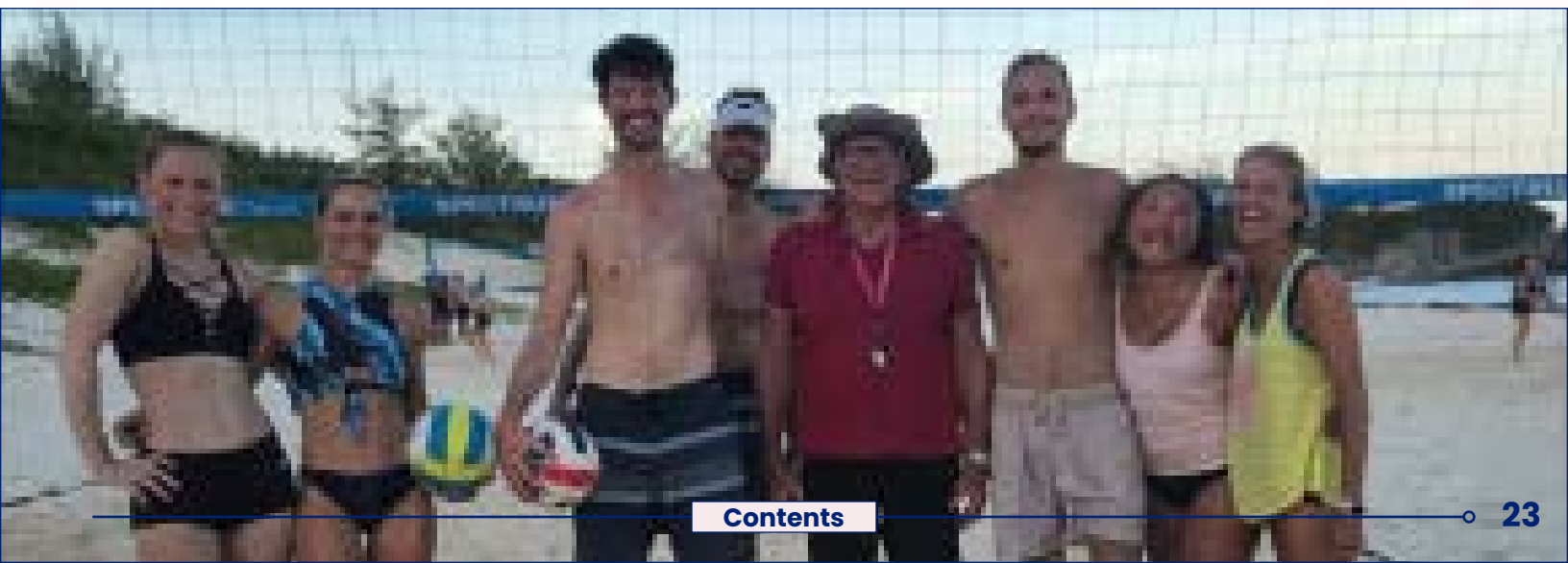




Resources:

- Volunteers to operate BVA recreational programs
- Access to facilities and equipment
- Corporate Sponsors
- Members Engagement

Domestic Competition Levels	
Program	Divisions
Spring League	Recreation, Competitive Divisons
Corporate Tournament	Recreation
COED Indoor Tournament	Competitive
Winter League	Recreation, Competitive
Summer League	Women’s & Men’s 2’s. Recreation and Competitive COED 4’s, COED 2’s
Summer Tournament	Recreation COED and same sex 4’s, Competitive COED 4’s, COED 2’s
Sand Lizards	Recreation
Indoor Skills Clinic	Recreation



11. FINANCIAL AID

The BVA offers several avenues of financial aid to support developing athletes:

- The provision of \$8000 in financial aid dispersed across Junior National Team (JNT), Senior National Team (SNT), and Beach volleyball, specifically designated for the first half of training fees.
- The Youth Development Awards allocate \$4,000 each to two male and two female athletes from the JNT for participation in overseas training camps.
- Profits from Summer Beach Tournaments provided to Sr. National Team Programs.
- Profits from Corporate Tournament provided to National Team Programs.

The BVA receives financial aid from various sources, including the FIVB, through programs like

- Empowerment Program
- Coaching Development Program
- Beach and Indoor Travel Subsidies from the Rotating Fund which grants \$700 per beach player.
- BOA's Elite Athlete Sponsorship Program
- Government support like NJASP, SIP Sports Investment Program, and Special Grants

12. INDOOR VS BEACH VOLLEYBALL

The FIVB has identified that in Bermuda, the probability of international elite athletic performance finds a particularly inviting avenue through beach volleyball, offering Bermudian athletes a distinctive platform for success. While indoor volleyball is essential and critical for the basic skill development at a youth level. The focus on beach volleyball for Bermuda's elite volleyball athletes should be prioritized at a younger age for a variety of reasons:

- **Smaller Teams** - Quantitatively and Qualitatively! Unlike traditional indoor volleyball, where teams typically consist of 12-15 athletes, beach volleyball teams are comprised of just two athletes. Also, beach volleyball players are shorter on average compared to indoor volleyball players. These factors combined make it more likely that Bermuda will be able to produce a world class team given Bermuda's small population.
- **Access to Grass Roots and Professional Tours** - Bermudian talents benefit from enhanced access to competitive tours such as the Eastern Caribbean Volleyball Association (ECVA) and the North, Central America and Caribbean Volleyball Confederation (NORCECA), providing invaluable exposure to top-tier competition on the international stage.
- **Access to Festival Games Events** - BOA Sanctioned Events, CAC, Commonwealth, Olympics, Panamerican, Beach Games
- **More affordable and convenient access to training facilities** - dotting the island in close proximity to residential areas, Bermudian athletes enjoy unparalleled access to prime training grounds, fostering a culture of beach volleyball excellence and propelling aspiring talents towards elite levels of achievement.
- **Access to FIVB Subsidies**

The BVA encounters several barriers in promoting and practicing beach volleyball:

- **The unpredictable weather** poses a challenge, as outdoor activities are heavily influenced by climatic conditions. High winds during hurricane season and winter storms will often force the cancellation of training.
- **The absence of lit beach facilities** limits practice sessions to daylight hours, constraining opportunities for training and development in the months outside of Daylight Savings Time (November-March).
- **The lack of a reliable training facility** further impedes consistent practice and skill enhancement.
- **The expense** associated with travel, particularly to the Caribbean region for competitions, presents another obstacle for athletes and the association alike.
- **A shortage of knowledgeable and experienced coaches** hampers the quality of training and mentorship available to aspiring beach volleyball players, hindering the overall growth and success of the sport.

Addressing these barriers is crucial for the BVA to overcome challenges and foster the development of beach volleyball in the region.

13. SHORTCOMINGS

FURTHER GROWTH OF THE YOUTH PROGRAMS

Why has the growth remained stagnant over the past few years?

Despite its remarkable progress, the Bermuda Volleyball Association (BVA) grapples with persistent challenges that hinder the expansion of its Youth Programs:

- **Scarcity of coaching resources** – the association relies entirely on volunteers to oversee the development of young athletes. Without the financial flexibility to offer coaches financial compensation, subsidies or discounts for coaches' children, the BVA struggles to attract and retain experienced mentors, stifling the program's potential for growth.
- **Scarcity of training facilities** – presents a significant bottleneck, constraining the ability to increase training hours as athletes advance through different stages of their development.
 - Currently the BVA is renting the maximum available gym time at MSA and Warwick Academy. While other schools may be available, not all have adequate equipment or the BVA has had poor experiences coordinating with the school administrators.

Coupled with limited facilities for beach volleyball, these constraints underscore the urgent need for strategic investments to enhance infrastructure and support systems, ensuring that the BVA can continue to nurture the next generation of volleyball talent effectively.

INCLUSIVITY AND ACCESSIBILITY

Why are the majority of youth participants enrolled in private schools?

A notable shortcoming of the Bermuda Volleyball Association (BVA) lies in the disproportionate enrollment of youth participants from private vs public schools, highlighting systemic barriers that hinder inclusivity and accessibility within the program. The primary deterrents are:

- **Prohibitive cost of participation fees** – which place a significant financial burden on families, particularly those from lower-income backgrounds.
 - X% of fees charged to JNT Participants goes towards gym rental expenses. The remaining X% goes towards XXXXXX. Coaches are 100% volunteer, and receive no financial compensation or subsidies.
 - Gym Rental Expense – The average hourly rate to rent gym time is XXXXXX.
 - JNT Annual Budgeted Gym Expense –
 - SNT Annual Budgeted Gym Expense –
 - Recreational Programs Budgeted Gym Expense
- **Absence of active recruitment efforts from public schools** – This perpetuates disparities in access, as many potential participants remain unaware of the opportunities available through the BVA.
- **Most certified coaches are affiliated with private schools** – creating a perception of exclusivity and further alienating youth from public school backgrounds.

Addressing these barriers demands a concerted effort to dismantle systemic inequities and foster a more inclusive environment that prioritizes affordability, accessibility, and equal opportunity for all aspiring volleyball players.

14. CONCLUSION

Overall, developing a comprehensive long-term player development pathway for volleyball in Bermuda would require the support of governing bodies, dedicated coaches, administrators, and volunteers, as well as the investment of time, resources, and funding. By providing young athletes with the opportunity to develop their skills and compete at a high level, Bermuda can create a thriving volleyball community that will continue to grow and develop for years to come. The long-term pathway for volleyball player development in Bermuda should focus on providing players with a fun and engaging introduction to the sport, while also providing opportunities for advanced skill development and competitive play. By providing a comprehensive pathway that caters to players of all ages and skill levels, Bermuda can continue to produce elite-level volleyball players for years to come.

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LONG TERM ATHLETE DEVELOPMENT



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