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PORTUGUESE FOOTBALL EXPORTS:
HOW SOCIAL CAPITAL INFLUENCES THE EXPORTS OF PORTUGUESE
FOOTBALL COACHES AND PLAYERS

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Abstract

This study takes as steppingstone the Social Capital Theory of Bourdieu, the influence of social capital to the export of Portuguese football coaches and players was analyzed, as well as the perceived impacts of these exports to Portugal and to their own careers. This work follows a sequential mixed-methods approach, for which 12 semi-structure interviews were conducted and 43 responses were obtained from an online questionnaire. It is concluded that social capital positively influences the opportunity of playing and coaching abroad, having an impact on the careers of players and coaches.

Keywords: Sports Management, Football, Portuguese Football, Bourdieu, Talent Export, Success

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1.Introduction

In the last decades, Portugal has been consolidating its position as a factory of football talent. Portuguese Academies are praised around the world, while the Portuguese football talent shines at the best stages throughout Europe (in the 2021/22 season, there are 18 Portuguese playing for foreign clubs in UEFA Champions League and 22 playing and 2 coaches in Premier League). In fact, it is here that the reality becomes interesting: it seems to be inevitable for the talent to go abroad, and to their academies to export them. For the Portuguese talent, one could say it is a matter of affirmation: this is not only reflected by their global acknowledgement (as some foreign clubs are stronger in terms of budget, conquers and exposure), but also by their national recognition. According to Federação Portuguesa de Futebol call-ups, from the last 104 players called up for the Portuguese National Team, only 19 did not have experience at a foreign club prior to their last call up. Meanwhile, for Portuguese clubs, it is a matter of survival: the budget of Portuguese clubs is highly dependent on the money received from transfers of coaches and players, that might be the reason why they have mastered the art of selling hidden gems, as they make Portugal the highest ranked country at making profit out of Football Transfers (“10 Years of Football Transfers”, FIFA, 2021).

Considering these factors, becomes interesting to analyse other determinants of success of a football export, and to understand when it can be said that a football export was a success.

In particular, the aim of this study is to understand the impact that social capital has on players that aim to go abroad, using Bourdieu’s theory of capital as a theoretical framework and its other forms of capital to capture their reinforcing effects on social capital. The focus is on football players, both doing their academy years, and players already abroad.

The thesis is structured in the following way: Section 2, is devoted to review literature on social capital, success, and football exports. In Section 3, the chosen methodology and the reasons that endorse it will be described. In Section 4, the analysis on quantitative and qualitative data is discussed. Finally, in section 5, academic and managerial recommendations are provided along with limitations and further research suggestions

2. Literature Review

This research will focus on understanding the effect of social capital in the export of Portuguese Football Talent. The analysis takes as steppingstone the definition of capital provided by Pierre Bourdieu: “accumulated labour”. This accumulation occurs over time into materialized or embodied forms, and it is responsible for the structure and functioning of the social world due to its “potential capacity to produce profits and to reproduce itself in identical or expanded form” (Bourdieu, 1986). This becomes particularly relevant because social agents are positioned within society depending on the capital accumulated and their capacity to accumulate capital (Bourdieu, 1984). In the next session, literature discussions on social capital, its impacts on football, and coach and player mobility will be presented to set a background for the analysis that follows.

2.1 Social Capital

According to Bourdieu, social capital is the “aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition (membership to a group)” (Bourdieu, 1986), meaning that social capital is property of the agent, not the collective she belongs to. Through his eyes, the acquisition of social capital depends on the size of network connections and the volume of capital possessed by those she is connected. In fact, this network connections are the product of investment strategies, whose goal is to maintain and foster social relationships, that are useful through the life

of an individual (Bourdieu & Wacquant, 1992). Being part of a certain group may lead an agent to achieve a certain social position, but this happens due to the totality of relationships that the network of the group facilitates, rather than the quality of the group per se (Bourdieu, 1980). These groups may be institutionalized or informal. If informal, once contingent relations evolve to effective relations, there is an exchange of obligations between individuals (that may be subjective or institutionally guaranteed). Then, the limits of a group are reinforced which makes the profitability of social capital rise. As Bourdieu states: “Because they are well-known, are worthy of being known” (Bourdieu, 1986). It is always important to emphasize that this accumulation of social capital and the ownership of social capital is differently distributed across society. This means that, for Bourdieu, social capital is a scarce resource. It is an idea reflected on the different positions everyone attains in the social space and the way each of them nurtures from these positions. Social capital is more than a network of social connection, it is a factor that explains inequalities in society (Tzanakis, 2013). This view is contradicted by Robert Putman, for whom social capital is a public good, rooted in the civic participation and trust among cities or states (Putman, 2000). Putman goes beyond the individual approach and attributes social capital to large population aggregates (Putman, 1993) while Bourdieu treats social capital as belonging to a specific agent. This difference generates discussions among scholars, with many considering that Putman’s theory is not comprehensible enough as it “offers little in the way of theoretical and methodological framework for future study” (Claridge, 2015). This idea of social aggregates is present in James Coleman’s work, who considers that “social capital is defined by its function. It is not a single entity, but a variety of different entities” (Coleman, 1990). Albeit, Coleman supports Bourdieu’s identification of social capital in the social structure of relationships among people; and both consider it to be productive,

their theories diverge. While this presence in the social structure leads Coleman to think of social capital as a public good, a resource available to a group of individuals, which is not necessarily owned by one of them (Coleman, 1988), Bourdieu considers the property held collectively as cultural capital and treats social capital as a scarce resource, thus having capacity to reproduce inequality (Edwards, et al; 2003).

2.2 Social Capital, Sports and Football

The link between the social structures of society and sports has already been established by Bourdieu, himself. He defines sporting activities (where he naturally includes football) as a “supply intended to meet a social demand” (Bourdieu, 1978). Moreover, he denotes a link between the sporting practices among social classes, making them dependent on spare time, economic capital, and cultural capital. Thus, football is included among the sports that quickly got popularized due to its characteristics of a working-class sport: tacitly associated with youth, lavishing an excess of physical energy and abandoned at an early age (when compared to elite sports such as golf).

Building on that, Grant Jarvie (2003) examines the social capital under the light of sports by empirically looking at the Scottish sports (with examples from Scottish football) to conclude that the development of athletes would be conditioned by an inward-looking view of relationships such as kin, friends, or colleagues. This idea is matched in other sports such as tennis (Novak, et al. 2020) where the best ranked players are the ones whom parents are engaged in the club and in the performance of the player at a younger age; who have promoted a better bridge between school and the club where they play (in order to openly discuss solutions to combine education and sports) and who developed better relations at a young age with coaches and players with goals to become professional. In reality, there is evidence of the influence of kinship relations in Portuguese Football. In Portugal, parents play a crucial role in building the environment

of the first club of their children. They work as volunteers, both technical and organizational roles, establish a network within the community and mobilize more people in the community to impact their children's success. In many cases, being part of a certain club brings status among peers, promoting an elite of talent. Similarly, the contact with superlative players, reinforces the search for professionalism as way to attain social goals, such as status, in adulthood (Domingues & Gonçalves, 2013). In fact, "someone's identity as a promising footballer can only be upheld in an environment that confirms this identity", that is, a player or a coach only build that potential if their peers, parents, and coaches confirm that it is a possibility (Augstad, et al. 2021). Moreover, football clubs become a fertile environment to gather people from different classes and ethnicities, embedding players and their families with new nodes in their networks (Painter and Price, 2019). Actually, individuals who bond through football form social networks that generate reciprocity (once trust is established, it generates future opportunities) (Kobayashi, et al. 2011).

Beyond, family, peers and clubs, agents are important contributors to the enhancement of a player social capital. Agents, by their job description, are the facilitator of a player's network: they make a player more attractive by exploring his personal qualities and making use of their network, meaning that the more influential the agent, the better the chances for a player he represents (Demazière & Jouvenet. 2013).

2.3. Football Talent Mobility

The mobility of players, as a market phenomenon, has impacts on various levels of success. National Teams benefit from it, as the ranking and the performance of a national team is positively affected by the number of players that act in a foreign league (Baur & Lehmann. 2007). However, the impact of this mobility is conditional on the league and the relevance of the club in that league (Nolasco. 2018).

All in all, social capital contributes to a development of football talent and the process of football migration is crucial in the determination of a successful career. Based on this, two research question were developed:

RQ1: How is Social Capital connected to the Exports of Portuguese Football Coaches and Players?

RQ2: How do Players and Coaches perceive the impact of their migration on their careers and on Portuguese Football?

3. Methodology

The presented study follows a sequential exploratory mixed-methods research design. It is justified in ontological terms as the existent reality is acknowledged to be interpreted according to social circumstances (Saunders, et all, 2019); epistemological considerations, as there is an identification with critical realist view that appoints the social structure as the key to understand the social world (Saunders, et all, 2019); and an axiological view of social phenomena as being subject to continuous change. This change is verifiable in the dynamics of players and coaches to move abroad, being in line with a critical realist research philosophy. The methods used include an inductive approach: the initial research performed in order to establish the ground for the reality of Portuguese coaches and players acting abroad. And a deductive approach the confirmation of literature and inductive research through the development of research questions.

To perform this method, qualitative data was collected through interviews. All the interviewees had one variable in common: all were football professionals who acted, at least for one season, outside of Portugal. The professionals were selected in order to provide a representative picture of coaches and players abroad, meaning they worked in different leagues and at different levels. The interviews were conducted via Teams, in a

total of twelve (7 players and 5 coaches). Interviews were recorded and transcribed, having a duration between 45 and 60 minutes. The first questions were related to social capital, measuring its impacts on the interviewees; then, moving to questions related to cultural and economic capital, in order to understand the reinforcements these types of capital had on social capital; and finally, questions related to their perceptions on their experience abroad and the impact social capital has on its success. With the attempt to condense information, an interview grid was developed containing the specific answers of respondents to each question. The full interview guidelines and an excerpt of the content grid can be found in Appendices 1 and 2, respectively.

Subsequently, based on the gathered qualitative data, a survey was built using Qualtrics with the goal of creating a data base that could assure statistical significance to the analysis. The targeted profile were football players and coaches who acted, at least for one season outside of Portugal. This questionnaire was shared through the previously interviewed coaches and players as well as through direct messages to the social media profiles that fitted the target profile.

This study partially applies the methodology used by Cardoso (2019) to evaluate the capital impacts on students, and of Ambrósio (2020) who applied it to the Portuguese reality. The survey includes a scale from 0 to 10 (being the highest level) that evaluates the degree of Social Capital present in players and coaches. The questionnaire got a total of 43 responses that were later analysed through Python programming language, taking Pandas, NumPy and Matplotlib as libraries.

4. Analysis & Discussion

4.1 Qualitative Findings

The sample of interviewed people was composed of five coaches and seven players, making a total of twelve. Players aged between 20 and 31 years old, while coaches age

was between 28 and 51, all of them were male. In terms of continents, one worked in Africa, two in Asia, eight in Europe and one in South America.

As for the process of starting to play, all players identified a person and a context that was the trigger for them to start playing. The reference to the person was continuous, naming friends, family members, acquaintances or even members of the community that played important roles in the local clubs.

In the case of coaches, the start of their careers is related to the end of a path as player (that all had, even if at low levels), three of them mention a coach who, by acknowledging their tactical leadership over the others, incentivized them to coach the academy level or even coordinate some drills of the teams they were still players.

“In my second year of my course I was still playing, but at the same time I was helping the coach in the first part of the training (as the coach did not have much education). Later that year I was invited to be the head coach of a under 13 team.” (I10, 41, Finland)

One important field that improves the social capital of a player, impacting his career development is to play in the presence of a scout. This is particularly relevant for two of the players, who were not from city centres and recognized the importance of the moment they were scouted.

Moving to questions regarding to the interviewees experience abroad, players highlight two main reasons for these opportunities to appear: the interest of clubs prompted by agents or the specific interest of a coach.

“(...) But in order to change to the A team the coach said I needed to play more regularly at a higher level. Then my agent and the club entered in action to try to find a club where I could be loaned.” (I7, 21, Spain)

“It was a mix of factors. The coach that called me was Portuguese and had ties with the club where I was playing. (I4, 22, England)

Regarding coaches, all of them answered that all their opportunities to work as a coach came from the social capital they built, and experiences abroad were no exception. They also mention the network of Portuguese Football coach which is fundamental for them to get counselling when deciding to work abroad.

“I started looking for job opportunities, a former GK coach of mine was in this club and said for me to apply, giving a word for me.” (I11, 51, Ecuador)

Considering this information, to provide answers to the first research question - How is Social Capital connected to the Exports of Portuguese Football Coaches and Players? – one should look at two crucial moments: the development of talent and the actual move to a foreign country. It is by suggestion of parents and close acquaintances that players and coaches take their first steps in football, and it is by having their community highly involved that the perfect environment to get challenged by other kids, with the same goal of becoming professionals is established. This matches the observations of Domingos and Gonçalves (2013) and Augstad (2021): as parents contribute to the environment of the club as volunteers and clubs are the first social field for young talent. When it comes to the time to move abroad, another element comes in: agents. Players rely highly on the strength their agent’s network to find the opportunity that best suits their goals, and in many cases, agents are the ones that present the idea of going abroad, with players considering that the better the agent ties to foreign clubs, the better the offer. As for coach, although they take agents as a social capital element, they also develop their own. It is frequent to be suggested by other coaches to join their staff teams, or to occupy head coaches’ vacancies abroad. At the same time, they ask other football professionals they know for counselling and details on the club that offers them contract. This adds to the

findings of Demazière and Jovenet (2013) in the sense that the agent is not only an important intermediary, but also, a crucial piece in the players move.

After exploring the potential of social capital in development of talent and their decision to move abroad, the interviews followed a path towards the understanding of how fruitful their foreign experience was. In personal terms, all evaluated the experience as successful, learning something while abroad.

“If I had stayed in Portugal I wouldn't be as good as I am today. Because a player's maturity is highly value, and in Portugal it would take more time for me to grow up.” (I2, 21 years old, Netherlands).

However, out the interviewees, 3 returned to Portugal mentioning family issues or an acceptance to play at lower leagues. When asked a side effect of being abroad, all three mentioned a social capital issue:

“If you are not seen, you are not taken into account. And that only occur in the top 5 leagues, or if accomplish an international title.” (I8, 51, Saudi Arabia)

Of the ones who stay abroad, coaches, more than players, enforce the idea that social capital created abroad enables opportunities to develop their careers in the regions they move to. This constitutes an element for them not to return to Portugal.

“There are a lot of coaches that go abroad and do not comeback anymore (even if they intended to) because people lost track of them in Portugal and because new doors were opened abroad. There are the coaches that keep changing countries, but there are also the ones who make a name in one country” (I11, 28, Mozambique)

As for the impact the transfer of the respondents had on Portuguese Football, the answers diverge weather it is a player or a coach. Players tend to consider that clubs and the

Portuguese Football loose because they would be talented to play in Portugal, while the National Team gains, because the top players need to be in the top teams. As for coaches they realize the market conditions, and the pool of talent that sees in other countries an opportunity.

“I know that the country and the club lost talent. I know I would be on the starting 11 in Portugal if I did not move. But I wanted to have this experience.” (I4, 22, England)

Answering to the second research question - How do Players and Coaches perceive the impact of their migration on their careers and on Portuguese Football? – both players and coaches see personal benefits in going abroad, both financially and in technical and tactical improvement. The only personal drawback being the reduction of social capital accumulated in Portugal. Regarding Portuguese Football, players acknowledge that their transfers, although good in financial terms for clubs in the short term, do not contribute to the Portuguese Football, as interesting assets are sent abroad. Being the National Team the one that takes benefits from players migration, which is an analysis that corroborates the findings of Baur & Lehmann (2007). By their turn, coaches consider that Portugal is crowded of coaches, meaning that going abroad is the natural consequence of a need to find challenges that are both sportingly and financially more interesting, meaning that Portuguese Football is valorised by their migration.

4.2 Quantitative Findings

In order to screen the profile of the respondent, the questionnaire started presenting questions that ensured that players and coaches who played outside of Portugal were the only profile answering the survey. After this screening, the questionnaire split into a section for coaches and another for players. The respondents would answer questions to evaluate their level of social capital, as well as economic and cultural capital as potential reinforcements of social capital. The last section of the questionnaires was related to the

experience abroad with the respondents' ranking indicators that impacted their decision to go abroad. Players ranked the following indicators: "Salary", "League Quality", "Team Quality", "Distance from Portugal" and, finally, "Minutes Played". As for coaches, "Salary", "League Quality", "Team Quality", "Distance from Portugal" and, finally, "Function in Technical Team".

The survey gathered 43 responses. From these responses, 36 were Portuguese male players aged between 18 and 37 and 7 were Portuguese male coaches. The gathered data implies that only players will be subject to an analysis that, albeit informative, will prevent extrapolation to the wider research population.

In terms of social capital indicators, the survey suggests that fathers are more supportive towards their children playing football than their mothers, despite a slim difference. On a scale from 0 to 10, fathers average a score of 7.22, whereas mothers averaged 6.56, for a combined total level of perceived support of 6.81. This does not mean that mothers do not support the professional careers of their children, but that fathers, when it comes to the practices of football, are indicated by players to be the ones that give the first push. In fact, on average, fathers that are the main supporter of their children happen to be the ones that have connections to football (0,53**), demonstrating that the set of networks created by parents are decisive to the pursuit of a professional career. While fathers play an important role, in this matter, also coaches are illustrated by players as the reason why they stuck to football, with 36% of them mentioning a coach as an important part of their amusement for the sport at a young age. Moreover, players that ranked football as very relevant in their community also had a harder time leaving their country behind (-0,22). This reveals the importance of local clubs as promoters of spaces where players can create their first networks on football. These communities, as places where football is a common ground, reinforce the sentiment of taking a career in Portugal as a possibility,

and it is matched by the opinion of players, since on a scale from 0 to 10, players ranked, on average, the importance of football in their community as a 7.53 out of 10. In addition, 89% of the players had a football field near their residence, a place where social interaction in football is promoted and peer incentives are developed.

This analysis so sheds light on whether social capital influences the exports of Portuguese football coaches and players (RQ1) in the sense that the incentives providing during the development of a player are highly linked to the connections they established and the endurance that the contact with the community had on them. In fact, it reinforces the role of parents presented by Domingos and Gonçalves (2013) and by the community by Augstad (2021).

Further analysis highlights the statistically significant correlation between the players playing abroad during more years and the number with the number of appearances in the professional National Team (0,32*). At the same time, age present a weaker correlation with the appearances at the professional National Team, meaning that the National Team benefits from players that act abroad. When looking at the players that prioritize “Quality of the team” when going abroad a positive correlation is presented with the ones that are positioned in the highest class of annual salary (0.29*), indicating that these players feel that salary is a given, so they can focus in choosing the teams that make more sense for them in technical and tactical terms; similarly the appearance in the professional national team is also correlated with the players that ranked “playing time” as an important criteria to go abroad (0,44***), attesting that the space they did not have at a young age was conquered abroad.

To answer to the second research question - How do Players and Coaches perceive the impact of their migration on their careers and on Portuguese Football? – the qualitative research suggests that players who go abroad experiment positive impacts on their career

such as appearances on the National Team or high salary. By the same token, the National Team benefits from the players that have the goal to play in the highest ranked competitions and look for the best teams, as it is conveyed by Baur & Lehmann (2007). Conversely, research suggest that clubs have a hard time ensuring conditions for players that went abroad with prospects of getting higher salary, and play in the top five leagues, as these requisites are not possible to be met in Portugal as posed by Nolasco (2018).

5. Conclusions and Recommendations

Academic Implications: The presented study shows that social capital impacts positively the success of Portuguese football talent and provides incentives to both players and coaches to go abroad. It becomes an application to football of the Bourdieusian theory on social capital, as an enabler of social network expansion and institutionalized relationships, and a contributing factor to social placement and success (Bourdieu, 1986). By the same token, this study confirms previous research by concluding that player's kinship relations (Domingues & Gonçalves, 2013), the networks they create during their careers (Augstad, et al. 2021) and the choices on professional relationships (Demazière & Jouvenet. 2013) provide them benefits through their careers and when the opportunity to play abroad arises (Painter and Price, 2019). Moreover, it contributes to academia, by introducing the relevance of scouting, the extension of social capital implications to the career of coaches and the discussion on the impacts to countries of football exports.

Managerial implications: By analysing the influence of social capital on the exports of football players and coaches and by evaluating how they perceive the impact of their exports; this study provides ground to adopt two different strategies. The first is to keep the path of being a top exporter. Portugal already excels in this chapter, meaning that facilitating the academies' participation in international tournaments, decreasing bureaucracies when emitting licences and fostering communication platforms to praise

the success of Portuguese talent abroad, would only deepen this trajectory. An alternative strategy would be to develop efforts to retain talent. This would constitute a shift in the current approach of Portuguese Football. The focus would be to increase the competitiveness of Portuguese Football and its financial incentives. This would be possible by fostering the promotion of Portuguese Football School programs to club managers of all tiers (leading to more management-driven solutions and consequently transparency and competitiveness). By the same token, supporting competitions that ensure a smooth transition of young players to the senior level, giving them time to affirm themselves as options for the senior teams will decrease the drain of young talent.

Limitations: One of the limitations of this study was the dispersion of coaches and players through age and level of performance. In spite of it being an interesting way to capture the reality through a wider angle, it raises limitations when looking at the specific impacts of social capital on players and coaches and preventing, the creation of personas that would divide the types of players and coaches. Moreover, the attempt to look at the impacts created by social capital, *ceteris paribus*, prevented deeper analysis in terms of reinforcements provided by cultural capital and economics capital, as posed by Bourdieu (1986).

Further research: Now that a study evaluated the general impacts of social capital on the exports of Portuguese football talent, it would be valuable to isolate these impacts according to the function of this talent (player, coach, agent, director), the latitude where they work (per continent) and the level (the international competition, the league or the relevance of the club). Lastly, when looking at Portuguese talent careers abroad it would be interesting to have a deeper understanding on the impacts of Bourdieu's forms of capital on the evolution of those international careers.

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Appendices

Appendix 1: Interview Guidelines

Interview Guide

Warm Up

Good morning/ afternoon. My name is Francisco Mendes and I'm a Master's student at Nova SBE, currently researching the effects of social capital on the exports of football talent. My goal is to understand the patterns that lead to football talent to go abroad making it valuable for their careers.

To carry out this research, I'm conducting interviews such as this one, in which I ask several questions. There are no right or wrong answers. Please feel free to say everything that is on your mind regarding this questions, even if seems a tiny detail, I am sure it will be valuable to this research.

In order to analyse these interviews later, I will record them. When quoting you statements, all data will be anonymised, meaning no one will be able to track your answers. I just need your consent to this recording and then we start.

F1. Do you consent to recording this interview?

Yes

No (finish the interview)

Current Situation and Career Data

1. (Coaches only) Did you play football before starting training?
2. For which club are you playing/coaching at the moment?
3. What is the division and the level you are playing/coaching?
4. When did you sign your first professional contract?
5. Which clubs did you play for in football school?

Social Capital

6. Were you member of any group/community/society within your community apart from football? (scouts, other sports, church, etc)
7. Was your family affiliated any group/community/society?
8. Who was the person who encouraged you to play football?
9. How was the process to start playing football
10. Do you have an agent?
11. When did you decide that an agent was crucial to your career?

Cultural Capital

12. In how many languages do you feel comfortable enough to, for example, ask for indications to get to a place?
13. What is your mother's level of education?
14. What is your father's level of education?
15. What is your level of education?
16. What is your high school final average (out of 20)?
17. Highest level of the first club you played at/coached?
18. (Player/Coach that played football) Have you ever played on a selected district or national team? How many times? And at what age?
19. (Player/Coach that played football) Did you practice other sport other than football?
20. (Coaches only) What was your first job in a technical team?
21. (Coaches only) Approximately, what was the percentage of victories in teams in main leagues?

Experience abroad

22. How did the opportunity to play/coach abroad arise?
23. Which were the factor that made you go abroad?
24. What would be the factors that would make refuse the opportunity to play/coach abroad?
25. In which ways did this experience helped you?
26. Did all your goals have been accomplished (earnings, tactical and technical improvement, attain certain clubs...)
27. In your opinion, who was more impacted by your abroad experience (club, Portuguese Football, you)
28. Finally, based on your own experience, what could Federação Portuguesa de Football do to improve the success of players that go abroad and foster their desires?

It has been very interesting to listen to you sharing your experience and views. Thank you so much for making the time to help this research, I hope I will find ways to better impact of Football Exports on Portuguese Talents and the quality of Portuguese Football.

Appendix 2: Excerpt of the Content Grid

		I1	I2	I3	I4	I5
Social Capital	Q10	How was the process to start playing/coaching football?	I am a Basketball fan, actually I prefer Basket to football, but as I had a football pitch close to my home and the age of 8/9 I started playing there with some friends. They realized I was very good, they wanted me to be part of the school Football Team. I went to the first training session and the coach was a scout from a big Football Academy (nobody knew). He was the one who took me to football and to this academy.	My father works in construction and the father of (Now a very famous player) bought one of the houses and became friends. He was a coach of the local football club. When I was a kid, knowing that I enjoyed football, he encouraged me to join the club. I local scout saw me playing once, and later I joined a big Academy Club.	My parents wanted me and my brothers to play a sport, and football was the most popular one in our community.	There was a small club starting in the city where I am from. My father knew the coaches and started collaborating, so I played there.
	Q11	Do you have an agent?	Yes	Yes	Yes	Yes
	Q12	When did you decide that an agent was crucial to your career? And how impactful it has been on your career?	I was in the sub-15 National Team, playing a tournament in Belgium, when the agent saw me for the first time. He showed to me and my parents what he could do for me and we signed. We have a very close relationship (he is young). He belongs to a company that represents big well known players, and he was key.	I did not feel the need, but I realized that it would give me more options. I had some approaches before I was 16, but I did not feel it was worth it. I only realized it was time when I saw that almost all players around me had an agent, and that the professional contract was proposed. Today, without an agent, a player may not get the success he deserves (especially in terms of project). They have a lot of hand in this.	My father has a lot of contacts in football and suggested the agent I have now.	I entered a big Academy when I was young, all the kids start getting the attention of agents, and I did like everyone else, after talking with my parents, at the age of 16.
	Q13	In how many languages do you feel comfortable enough to, for example, ask for indications to get to a place?	was the only player who did not speak dutch. It was impossible to learn dutch. I am fluent in English, in the daily basis they spoke English too, but inside the pitch I had to ask the coach for the English translation. The language barrier made my adaptation more difficult in the two Dutch countries I represented, but when my football started speaking for me, everything went fine. I would be comfortable to have training in.	English only. In Germany the club had a lot of foreign players and a translator for Brazilian players.	I speak 5 languages: Portuguese, Spanish, English, German and	At the age of 18, things started to get more serious and I got the approach of clubs from Primeira Liga. That's when the agents came, and choosed one.

Appendix 3: Questionnaire

Capital in Portuguese Coaches/Players

Start of Block: Introdução

Q1 Olá! No âmbito de uma tese de mestrado da Nova SBE, estamos a estudar o perfil do talento futebolístico que vai para fora do país. Este desafio foi lançado pelo Portuguese Football Observatory, da Federação Portuguesa de Futebol. O questionário que se segue tem como objetivo recolher a sua opinião relativamente a este tema. Os respondentes devem ser jogadores ou treinadores que tenham trabalhado ou estejam a trabalhar num país estrangeiro (fora de Portugal). A sua participação é voluntária e todas as respostas que providenciar são anónimas, confidenciais e só serão usadas para o propósito desta investigação e publicações associadas. Se tiver alguma questão adicional sobre este estudo, por favor contacte-nos francisco.mendes@novasbe.pt

- ☐ Quero participar. (1)
- ☐ Não quero participar. (2)

End of Block: Introdução

Start of Block: Jogador/Treinador

Q15 É jogador ou treinador?

- ☐ Jogador (1)
- ☐ Treinador (2)

End of Block: Jogador/Treinador

Start of Block: Treinador que jogou?

Q16 Jogou futebol antes de começar a treinar?

☐ Sim (1)

☐ Não (2)

End of Block: Treinador que jogou?

Start of Block: Treinador 1 (comum)

Q41 Idade a que começou a ser treinador de futebol

Q62 Freguesia do primeiro clube que treinou

Q46 Escalão mais alto a que chegou a equipa principal do primeiro clube onde foi treinador

☐ 1ª liga (1)

☐ 2ª liga (2)

☐ Campeonato de Portugal (3)

☐ Campeonato Distrital (4)

☐ Liga Revelação (5)

Q54 Primeira função numa equipa técnica

- ☐ Treinador Principal (1)
 - ☐ Treinador-Adjunto (2)
 - ☐ Team Manager (3)
 - ☐ Analista (4)
 - ☐ Técnico de Equipamentos (5)
 - ☐ Tradutor (6)
 - ☐ Outro (7)
-

Q47 Nº de clubes onde foi treinador até fazer 18 anos

Q48 Nº de clubes onde foi treinador depois de fazer 18 anos

Q49 Como surgiu a oportunidade de treinar fora?

End of Block: Treinador 1 (comum)

Start of Block: Treinador 2 (comum)

Page Break

Q67 Número de membros familiares

Q68 Nível de encorajamento para ser treinador de futebol (pai)

0 1 2 3 4 5 6 7 8 9 10

Numa escala da de 1 a 10, onde 1 - Não encorajava de todo a 10 – Encorajava totalmente ()	
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Q69 Nível de encorajamento para ser treinador de futebol (mãe)

0 1 2 3 4 5 6 7 8 9 10

Numa escala da de 1 a 10, onde 1 - Não encorajava de todo a 10 – Encorajava totalmente ()	
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Q70 Nível de encorajamento para ser treinador de futebol (mútuo)

0 1 2 3 4 5 6 7 8 9 10

Numa escala da de 1 a 10, onde 1 - Não encorajava de todo a 10 – Encorajava totalmente ()	
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Q71 Principal pessoa a encorajá-lo para ser treinador de futebol

- ☐ Pai (1)
- ☐ Mãe (2)
- ☐ Outro familiar (3)
- ☐ Treinador (familiar ou não) (4)
- ☐ Dirigente desportivo (familiar ou não) (5)
-

Q72 Nível de relevância do clube de futebol na vida da comunidade em que cresceu?

0 1 2 3 4 5 6 7 8 9 10

Numa escala da de 1 a 10, onde 1 - Nada relevante a 10 – Extremamente relevante ()



Q73 Existia na proximidade da sua residência um campo de futebol acessível?

- ☐ Sim (1)
- ☐ Não (2)
-

Q74 Possui neste momento agente desportivo que o represente?

- ☐ Sim (1)
- ☐ Não (2)
-

Q75 Nível de apoio financeiro por parte dos encarregados de educação no nível de formação

0 1 2 2 3 4 5 6 6 7 8



Q76 Nível de apoio financeiro por parte dos encarregados de educação atualmente

0 1 2 3 4 5 6 7 8 9 10



Q77 Rendimento do agregado familiar no nível de formação (por ano)

- ☐ 0€ - 5000€ (1)
 - ☐ 5001€ - 10 000€ (2)
 - ☐ 10 000€ - 13 500€ (3)
 - ☐ 13 501€ - 19 000€ (4)
 - ☐ 19 001€ - 27 500€ (5)
 - ☐ 27 501€ - 32 500€ (6)
 - ☐ 32 500€ - 40 000€ (7)
 - ☐ 40 001€ - 50 000€ (8)
 - ☐ 50 001€ - 100 000€ (9)
 - ☐ 100 001€ - 250 000€ (10)
 - ☐ +250 000€ (11)
-

Q78 Rendimento do agregado familiar atualmente (por ano)

- ☐ 0€ - 5000€ (1)
 - ☐ 5001€ - 10 000€ (2)
 - ☐ 10 000€ - 13 500€ (3)
 - ☐ 13 501€ - 19 000€ (4)
 - ☐ 19 001€ - 27 500€ (5)
 - ☐ 27 501€ - 32 500€ (6)
 - ☐ 32 500€ - 40 000€ (7)
 - ☐ 40 001€ - 50 000€ (8)
 - ☐ 50 001€ - 100 000€ (9)
 - ☐ 100 001€ - 250 000€ (10)
 - ☐ +250 000€ (11)
-

Q79 Caso seja treinador profissional, tem condições económicas para ser treinador a tempo inteiro?

- ☐ Sim (1)
 - ☐ Não (2)
-

Page Break

Q80 Em que línguas sente que consegue manter uma conversa suficiente para, por exemplo pedir indicações de como chegar a um sítio?

Q81 Nível de educação (mãe)

- ☐ Doutoramento (1)
- ☐ Mestrado (2)
- ☐ Licenciatura (3)
- ☐ Bacharelato (4)
- ☐ 12º ano (5)
- ☐ 9º ano (6)

Q82 Nível de educação (pai)

- ☐ Doutoramento (1)
- ☐ Mestrado (2)
- ☐ Licenciatura (3)
- ☐ Bacharelato (4)
- ☐ 12º ano (5)
- ☐ 9º ano (6)

Q83 Nível de educação (jogador)

- ☐ Doutoramento (1)
 - ☐ Mestrado (2)
 - ☐ Licenciatura (3)
 - ☐ Bacharelato (4)
 - ☐ 12º ano (5)
 - ☐ 9º ano (6)
-

Q84 Média final do ensino secundário (x/20)

Q81 Percentagem de vitórias em escalões principais

Q82 Há quanto tempo é treinador/foi treinador no estrangeiro?

End of Block: Treinador 2 (comum)

Start of Block: Treinador Estudo

Q83 Ordene os seguintes critérios por ordem de maior relevância para ser treinador no estrangeiro

- _____ Salário (1)
 - _____ Qualidade da liga (2)
 - _____ Qualidade da equipa (3)
 - _____ Proximidade de Portugal (4)
 - _____ Função na equipa técnica (5)
-

Q85 Para o critério "Salário", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q86 Para o critério "Qualidade da liga", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q87 Para o critério "Qualidade da equipa", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q88 Para o critério "Proximidade de Portugal", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q84 Para o critério "Função na equipa técnica", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q40 Idade atual

Q55 Idade a que começou a jogar futebol

Q42 Que outros membros da família ou amigos próximos estiveram ligados ao futebol, como jogadores, treinadores, ou dirigentes, enquanto jogou futebol?

- ☐ Ninguém (1)
- ☐ Amigos dos meus pais (2)
- ☐ Pai (3)
- ☐ Irmão(s) (4)

Q58 Freguesia do 1º clube em que jogou

Q59 Escalão mais alto a que chegou a equipa principal do primeiro clube onde foi treinador

- ☐ 1ª liga (1)
 - ☐ 2ª liga (2)
 - ☐ Campeonato de Portugal (3)
 - ☐ Campeonato Distrital (4)
 - ☐ Liga Revelação (5)
-

Q60 Nº de clubes onde jogou até fazer 18 anos

Q61 Nº de clubes onde jogou depois de fazer 18 anos

Q57 Número de convocatórias para seleção a nível distrital

Q50 Idades em que foi convocado para seleção a nível distrital (0 se nunca foi convocado)

Q51 Número de convocatórias para seleção a nível nacional

Q52 Idades em que foi convocado para seleção a nível nacional (0 se nunca foi convocado)

Q53 Praticava outro desporto?

End of Block: Treinador Jogador 1

Start of Block: Jogador 1

Q4 Idade Atual

Q5 Idade a que começou a jogar futebol

Q39 Que outros membros da família ou amigos próximos estiveram ligados ao futebol, como jogadores, treinadores, ou dirigentes, enquanto jogou futebol?

- ☐ Ninguém (1)
 - ☐ Amigos dos meus pais (2)
 - ☐ Pai (3)
 - ☐ Irmão(s) (4)
-

Q6 Escalão mais alto a que chegou a equipa principal do primeiro clube em que jogou

- ☐ 1ª liga (1)
 - ☐ 2ª liga (2)
 - ☐ Campeonato de Portugal (3)
 - ☐ Campeonato Distrital (4)
 - ☐ Liga Revelação (5)
-

Q85 Escalão mais alto a que chegou a equipa principal do clube onde fez a parte mais relevante da sua formação enquanto jogador

- ☐ 1ª liga (1)
 - ☐ 2ª liga (2)
 - ☐ Campeonato de Portugal (3)
 - ☐ Campeonato Distrital (4)
 - ☐ Liga Revelação (5)
-

Q86 Escalão mais alto a que chegou a equipa principal de um clube onde tenha jogado

- ☐ 1ª liga (1)
- ☐ 2ª liga (2)
- ☐ Campeonato de Portugal (3)
- ☐ Campeonato Distrital (4)
- ☐ Liga Revelação (5)

Q8 Número de clubes onde jogou até fazer 18 anos

Q9 Número de clubes onde jogou depois de fazer 18 anos

Q10 Número de convocatórias para seleção a nível distrital

Q11 Idades em que foi convocado para seleção a nível distrital (0 se nunca foi convocado)

Q13 Número de convocatórias para seleção a nível nacional (nível formação)

Q87 Número de convocatórias para seleção a nível nacional (nível profissional)

Q14 Idades em que foi convocado para seleção a nível nacional

Q17 Praticava outro desporto?

☐ Sim (1)

☐ Não (2)

End of Block: Jogador 1

Start of Block: Jogador 2

Page Break

Q18 Número de membros familiares

Q19 Nível de encorajamento a praticar futebol (pai)

0 1 2 3 4 5 6 7 8 9 10

Numa escala da de 1 a 10, onde 1 - Não encorajava de todo a 10 – Encorajava totalmente ()	
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Q20 Nível de encorajamento a praticar futebol (mãe)

0 1 2 3 4 5 6 7 8 9 10

Numa escala da de 1 a 10, onde 1 - Não encorajava de todo a 10 – Encorajava totalmente ()	
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Q21 Nível de encorajamento a praticar futebol (mútuo)

0 1 2 3 4 5 6 7 8 9 10

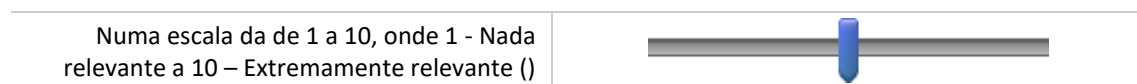
Numa escala da de 1 a 10, onde 1 - Não encorajava de todo a 10 – Encorajava totalmente ()	
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Q22 Principal pessoa a encorajá-lo a praticar futebol

- ☐ Pai (1)
- ☐ Mãe (2)
- ☐ Outro familiar (3)
- ☐ Treinador (familiar ou não) (4)
- ☐ Dirigente desportivo (familiar ou não) (5)
-

Q23 Nível de relevância do clube de futebol na vida da comunidade em que cresceu?

0 1 2 3 4 5 6 7 8 9 10



Q25 Existia na proximidade da sua residência um campo de futebol acessível?

- ☐ Sim (1)
- ☐ Não (2)
-

Q24 Possui neste momento agente desportivo que o represente?

- ☐ Sim (1)
- ☐ Não (2)
-

Q27 Nível de apoio financeiro por parte dos encarregados de educação no nível de formação

0 1 2 3 4 5 6 7 8 9 10



Q26 Nível de apoio financeiro por parte dos encarregados de educação atualmente

0 1 2 3 4 5 6 7 8 9 10



Q28 Rendimento do agregado familiar no nível de formação (por ano)

- ☐ 0€ - 5000€ (1)
 - ☐ 5001€ - 10 000€ (2)
 - ☐ 10 000€ - 13 500€ (3)
 - ☐ 13 501€ - 19 000€ (4)
 - ☐ 19 001€ - 27 500€ (5)
 - ☐ 27 501€ - 32 500€ (6)
 - ☐ 32 500€ - 40 000€ (7)
 - ☐ 40 001€ - 50 000€ (8)
 - ☐ 50 001€ - 100 000€ (9)
 - ☐ 100 001€ - 250 000€ (10)
 - ☐ +250 000€ (11)
-

Q25 Rendimento do agregado familiar atualmente (por ano)

- ☐ 0€ - 5000€ (1)
 - ☐ 5001€ - 10 000€ (2)
 - ☐ 10 000€ - 13 500€ (3)
 - ☐ 13 501€ - 19 000€ (4)
 - ☐ 19 001€ - 27 500€ (5)
 - ☐ 27 501€ - 32 500€ (6)
 - ☐ 32 500€ - 40 000€ (7)
 - ☐ 40 001€ - 50 000€ (8)
 - ☐ 50 001€ - 100 000€ (9)
 - ☐ 100 001€ - 250 000€ (10)
 - ☐ +250 000€ (11)
-

Q26 Caso seja jogador profissional, tem condições económicas para ser jogador a tempo inteiro?

- ☐ Sim (1)
 - ☐ Não (2)
-

Q27 Em que línguas sente que consegue manter uma conversa suficiente para, por exemplo pedir indicações de como chegar a um sítio?

Q28 Nível de educação (mãe)

- ☐ Doutoramento (1)
 - ☐ Mestrado (2)
 - ☐ Licenciatura (3)
 - ☐ Bacharelato (4)
 - ☐ 12º ano (5)
 - ☐ 9º ano (6)
-

Q29 Nível de educação (pai)

- ☐ Doutoramento (1)
 - ☐ Mestrado (2)
 - ☐ Licenciatura (3)
 - ☐ Bacharelato (4)
 - ☐ 12º ano (5)
 - ☐ 9º ano (6)
-

Q30 Nível de educação (jogador)

- ☐ Doutoramento (1)
- ☐ Mestrado (2)
- ☐ Licenciatura (3)
- ☐ Bacharelato (4)
- ☐ 12º ano (5)
- ☐ 9º ano (6)
-

Q31 Média final do ensino secundário (x/20)

Q32 Há quanto tempo joga/jogou no estrangeiro?

End of Block: Jogador 2

Start of Block: Perguntas para o estudo (Jogador)

Q33 Ordene os seguintes critérios por ordem de maior relevância para jogar no estrangeiro

- _____ Tempo de jogo (1)
- _____ Salário (2)
- _____ Qualidade da liga (3)
- _____ Qualidade da equipa (4)
- _____ Proximidade de Portugal (5)
-

Q34 Para o critério "Tempo de jogo", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q35 Para o critério "Salário", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q36 Para o critério "Qualidade da liga", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q37 Para o critério "Qualidade da equipa", qual seria o nível mínimo para considerar jogar no estrangeiro?

Q38 Para o critério "Proximidade de Portugal", qual seria o nível mínimo para considerar jogar no estrangeiro?

End of Block: Perguntas para o estudo (Jogador)
