



AFRICA LEADING RUGBY TRAINING MANAGERS CAPE TOWN MARCH 21 TO 23 2015

General:

Participants:

We invited the Training Managers of 7 countries (Namibia, Zimbabwe, Madagascar, Kenya, Uganda, Senegal, and Tunisia).

Preparation:

Good preparation managed in Cape town by Audrey and Samantha (Mervin G PA), airplane tickets were booked on time, we had a very good rate for the hotel with the support of SARU, one translators and a system with head phone were available, one big meeting room with all the required equipment was at our disposal.

Prior to the workshop, we send some document to complete to the unions to push them to think about the areas covered during the sessions.

Airport transfers:

All done by SARU for free.

Accommodation:

Garden Court Nelson Mandela is a good hotel, the manager and his employees has been all the time at our disposal, food was good and in good quantity.

SARU support:

We didn't request any speaker for this workshop because we wanted to talk about our activities, how to manage it in a better way. Mervin G spent a half day with us and we invited Oregon, Jurie, Mervin and Samantha for a diner, only Mervin and Samantha were available.

Specific:

Outcome of the workshop:

- To agree on an Africa policy in T and E at the regional and union level.
- To assess the union organization around T and E
- To clarify what is requested from a T and E, what is his job description.
- To agree on union and region training plans
- To agree on a better grants follow up.
- To inform the unions on Rugby Africa and World Rugby organization and activities.

Programme of the week.



The idea for this year was to work more inside the groups and try to find solutions, process coming from the participants. The presentation done by SARU speakers, Erick or myself were best practise models and somewhere for the participants a way to assess what they produced in their groups.

COMMUN SESSION GIR PROJECT MANAGERS AND TAND E MANAGERS.

The idea was to see if the link between GIR trainings and the union TM was a reality and if people were working together.

It appears it is not always the case because unions are too compartmentalized and the fact that some of them don't have a rugby committee to share the experience and talk about the running of the activities can make it difficult.

The participant agreed there is a need to have the TM involved in GIR and the group made 2 strong recommendations:

All the GIR project manager and all the union RDOs (who are for most of them the people who are implementing GIR) might be World Rugby educators.

There is a critical need for a specific pre age grade and age grade training in the World Rugby portfolio. Today, most of the players around the world are under 12 and we don't have a specific training for their coaches. We think a couple hours during a level one are not enough, we need a LI (U 12 coaches) a LII (U12 to U 16, coaches during practises and competitions) and a LIII (participation managers, GIR project managers).

Young players are not reduce model adults and we have to know how they work and how we can manage them.

It doesn't matter if they start by contact or if they play contact after touch or TAG, the problem is the same, if you don't know how to manage it properly, without following some crucial principles, it can be dangerous and kids can be injured.

We cannot go from modify rugby without contact directly to WX a side coaching principles and for that we need to add one stage in our training pathway.

RUGBY AFRICA, WORLD RUGBY ACTIVITIES

We did a presentation of the organization and the activities of Rugby Africa and World Rugby, it was interesting and it appears, people in working in the unions are not really aware about what is done by the two organizations.

CURRENT POSITION OF T AND E IN THE UNIONS

Union's assessment

What is working well?

Technical support from World rugby and Rugby Africa.

Annual plans in place, Rugby Africa and World Rugby meet their plans.

Tand E granted by World Rugby

L1 is run for all stands.



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What is not working very well?

Few unions had put a Financial Policy to support the trainings plans

No long term plan (vision)

Level of the educators not relevant to run L2 courses in the unions



Country/Pays	Players number/ Nombre de joueurs	Coaches Entraîneurs	Trainers Form de Form	Educators number/ Nombre de Formateurs	LI C XV	LII C XV	LIII C XV
Kenya	29707/ R 13340	95 1/140	2	19	765	38	1
Madagascar	27282/R 20601	310 1/66	1	21	348	2	1
Namibia	11850/R 11610	125 1/93	1	13	131	15	0
Senegal	10604/R 6704	52 1/129	3	14	105	20	1
Tunisia	23398/R 18090	550 1/33	1	12	386	43	1
Uganda	20811/R 19964	243 1/82	1	13	166	10	0
Zimbabwe	33935/R 22865	538 1/43	1	12	737	45	1

Lack of motivation for some coaches and Referees who don't want to go the educator's pathways

Management of Educators & Trainers

RSM assessment:

Following the upper board, it appears that:

- In most of the unions, the number of coaches per players is too small and a real policy of recruitment might a priority for the unions.
- The number of trainers might be increase.
- The number of educators seems to be good.
- We are very strong in LI.
- Not good in LII.
- Critical in LIII



My assessment of the situation is that we have good numbers of educators but most of them are not able to manage trainings because they have big lacks of competencies in rugby and in training management. The result of that is, they can manage LI, they cannot manage LII and that is the reason for small numbers, and, as we don't have enough LII and the quality is poor, the RTCs are not in a position to propose more LIII.

My proposal is to review the trainer and educator training, the actual training might be the evaluation module, we might have one or two training modules prior to the evaluation and one CPD per year for the trainer and educators. The trainer courses, evaluation, CPDs would be managed at the continent level and by the RTCs, the educator courses and evaluation at the union level by the RTC with the support of the union trainers, the CPDs might be managed by the union trainers.

JOB DESCRIPTION.

All the participant were not aware of what was their roles and it seems their unions were in the same situation. The fact we talked about their position gave us the opportunity to identify where their priorities are and to talk about how to link them with our priorities. It was rather difficult to have a common approach regarding to the fact that some of them have various positions in the union (NTD + TM, TM GIR coordinator, TM + MO manager, TM + DM), some are part time, some are full time

WHAT IS A GOOD TRAINING PLAN?

In this session we brainstormed the characteristics of an ideal Training Plan and we found common ground on what it should be. As a matter of fact this was already reflected in the drafts that they came with.

Most valuable in this one was the fact that they are all in agreement that the training plan should reflect the needs of the union, the region and the mother body. As such it should in essence be an extract of the strategic plan

As part of this the issue of resources, both human and financial were looked at and the grants were interrogated. We pertinently asked the question to the participants. Are we as World Rugby and Rugby Africa satisfying your needs? The responds was yes but it can be better. We also asked the question is the support from their unions enough. They indicated that it is not always but they understand that there are challenges that prevent the unions from doing it.

WHAT ARE THE MAIN ISSUES YOU HAVE TO FACE TO IMPLEMENT YOUR TRAINING, WHAT ARE YOUR SOLUTIONS?

Kenya

Issues:

- 1- Exco induction on T and E structures, plans and outcomes.
- 2- T and E grants utilisation. Budget provided by World Rugby is not always available.
- 3- Need for a better support to the union T and E workforce.

Solutions:

- 1- Clear rule on what the exco members are allowed to do or not.
Educate exco on T and E structures and the objective achieved.



2- World Rugby grant might be paid on a specific bank account to avoid to have it used for other activities.

3- T and E manager should be supported in his job description to be able to follow the guidelines/ leading to success.

Support to obtain higher qualifications.

Madagascar

Issues:

- 1- Lack of rugby competences for the educators
- 2- Difficulties to follow the only courses.
- 3- Training calendar is not followed because of the communication and because of the non-availability of the educators

Solutions:

- 1- Increase the number of CPDs
- 2- Part of the T and E grants might be used for that.
- 3- Planning prepared by the RDOs in their different regions and not by the union.

Namibia

Issues:

- 1- Training priority very low in union.
- 2- Funding.
- 3- Lack of training policy.

Senegal

Issues:

- 1- Budget allocated to the T and E
- 2- Lack of high level trainer and educators.
- 3- Need for a real T and E plan

Solutions:

- 1- Plan with budgets prior to the beginning of the rugby season.
- 2- More CPDs and high level trainings, identify the potentially good educators and work closely with them on a middle term base.
- 3- Plan T and E on the middle and long term.

Zimbabwe

Issues:

- 1- Resources constraints (financial, HR) extend to insufficient equipment or training.
- 2- Lack of development pathway leads to lack of motivation, few possibilities for the coaches MOs to improve themselves.



3- Rugby is seen as not being inclusive/ elitist.



Solutions:

- 1- Make best use of the available resources
Upskill full time RDOs to be educators
- 2- More exchange programmes.
Greater cooperation with larger unions.
More emphases on high performance programmes.
- 3- More inclusive approach to get more sponsorship and governmental support opportunities.

Uganda

Issues:

- 1- Educators who don't want to train outside their cities
- 2- No medical educator
- 3- No S and C educator

Solutions:

- 1- Have a dialogue with them.
- 2- Ask for educator course for medical and S and C

Tunisia

Issues:

- 1- Quality of the educators, they are not competent enough to manage trainings
- 2- Lack of motivation for the trainer and educators.

Solutions:

- 1- More CPD for the trainer and educators;
- 2- Opportunities for high level trainings.

UNION TRAINING PLANS REVIEWS AND INDIVIDUAL INTERVIEWS.

What will you do when you will be back to you union to change the situation of T and E?

TUNISIA

Gather technicians and set priorities in relation to the long-term vision

Review the short and medium-term training plan and make the corrections to be closer to needs (Clubs / Regions)

Present changes to the Board and negotiate the budget if necessary



Continue training for levels 1 and 2

Fill gaps in S & C and involve the right people in the S&C pathways

Strengthen the skills of Level 2 and prepare the bests for Level 3

Require any coach or referee who must coach or officiate to have at least level 2

MADAGASCAR

Improve the quality of the workforce by running more CPD's

Increase the number of coaches L1 and L2

Strengthen the skills of the regional officers

In 6 months: Have 40 L1 – 10 L2 coaches and 14 OFF L2 - Specific Training in administration for the DO

In 12 months: Have 100 L1 coaches- 28 L2 Coaches - 30 L1 Off – 12 L2 OFF

18 months 2 L3 coaches- 50 L2 OFF – 24 L2OFF - 01 L3 OFF- 120 L1OFF

SENEGAL

Sharing workshop meeting with all involve in the National technical Direction

Job descriptions for DTN- Training manager - GIR- DO's – Women's rugby-

Secure training and education budget

Priorities in 4 months: L1FAIR (Having the kits) - L2 7's and 15 for coaches and referees

In 4 months: L2 S & C - L2ICIR- Strengthen the Level 2 by more CPD's training - Training of workforce continues

In 20 months: L3 15 and 7's for coaches and referees - L2ICIR.

Application of the requirement for all coaches to get at minimum the Level 2 coach for « coach license » witch will allow them to act as coach in the union.

NAMIBIA

They are looking at selling their new proposed structure as short term Need help from RA with indicating the urgency to powers that be Long term they are looking at getting the workforce in place as per the structure presented Complete their T&E policy.

ZIMBABWE

Their immediate plan was to meet with union staff and feedback so that they can revisit their training plan and how it is structured Medium term they will expand their workforce Then they are looking at establishing forums eg coaching ,medical et al FAIRL L1 role out.

UGANDA

They are planning to align their training plan with their Strat plan, then they are looking to increase C and MO numbers. They will conduct courses in prep of level 3 FAIR £ 1 role out to clubs.





GIR Role out is no 1 to them

Expanding their current workforce according to their operational need FAIR L1 role out Implement Quarterly review meetings to monitor role out Please shout if you need clarity.

RTCs

Map 4-year cut into ops plan with accurate objectives.

Budgeting and monitoring the implementation of funds.

Establish criteria of competence to coach a team (at least N2).

Implementation plan for technicians to reach the Level 3 (coach and referee).

Plan and work on to have at least one Educator S & C in each country.

Implementation of CPD's in the training plan.

Detection and Training pathways for the elite.

Regular Skype conference with the trainings manager.

Have at least one S & C coach and one L1FAIR for each club.

Conclusion:

It was a very useful conference and the fact to link it with Rugby Africa activities was a very good think. It gave to everybody the opportunity to share experiences, new ideas and new processes. The fact we had Francophone and Anglophones at the same time and same venue helped us to build an African entity.

The success of this conference will be assess with the quality of the follow up of the unions we will be able to implement and the idea for the RTCs to have monthly calls with this group of unions is a very good decision. If we are also able to implement though the union review and mini reviews a better follow up of the grant using, that will give more means to the TM and improve the quality of the training plans.

On a wider plan, I think today in Africa, we need to be focussed on the quality. Quality of the trainer and educators to be sure all the different levels of trainings will be properly implemented. If we improve their quality and even if our numbers for a time are smaller, we will improve the quality of our coaches, MOs and we will improve the quality of our players, teams and the quality of our competitions. If we have better competitions, we will attract more sponsors, more governmental support.

If we don't go in this direction, in 1à years like it's the case today, we will have huge numbers of RR and LI few LII, no LII.

Thanks to Adama and Denver for their fantastic input, thanks to Audrey for the organization.

JL Barthès

Africa RSM

Damiatte the 02/04/15

