



STUDY OBJECTIVES

- Documenting the current context of volunteer coaches within Right To Play,
- Studying coaches' level of satisfaction with the various trainings, mentorship and support supervision efforts with Right To Play,
- Identifying better mechanisms for volunteer coach recruitment and support,
- Identifying the extent of coach attrition and factors responsible for this,
- Identifying and recommending non-monetary approaches for coach motivation.

INTRODUCTION

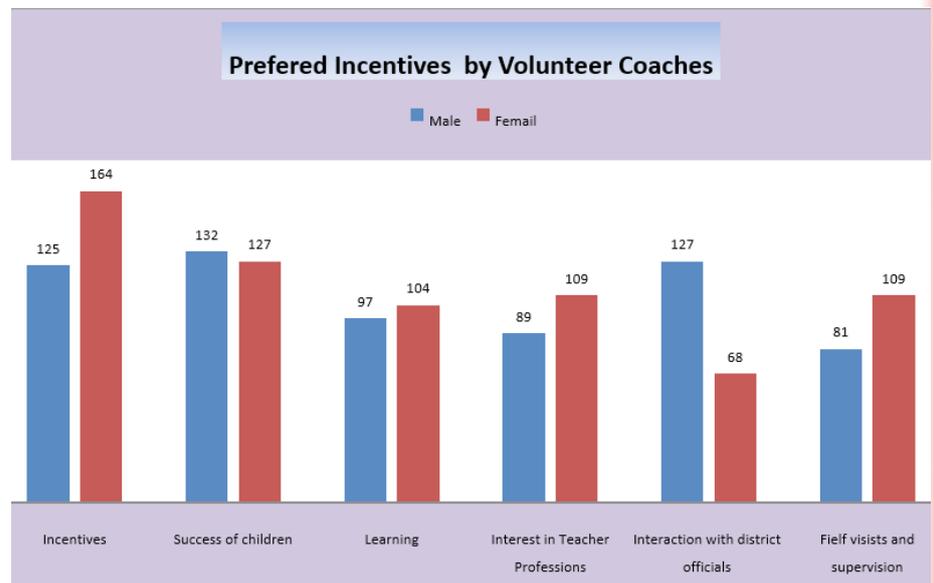
Right To Play (RTP) Uganda, an organisation that uses the transformative power of play to educate and empower children and youth facing adversity conducted a study aimed at identifying, evaluating, and recommending mechanisms for Right to Play to increase motivation and retention of volunteer coaches. Right to Play operates in the areas of Kampala, Hoima and Mubende, the North Eastern districts of Lira, Soroti, Otuke, Alebtong and Amuria, and in Isingiro, south western Uganda

Teachers and Coaches are the lifeline of RTP's implementation model because they are the closest to the organizations' primary beneficiaries: children and young people, and their level of purpose and direction is therefore critical since it has a direct bearing towards the attainment of project outcomes and therefore impacts.

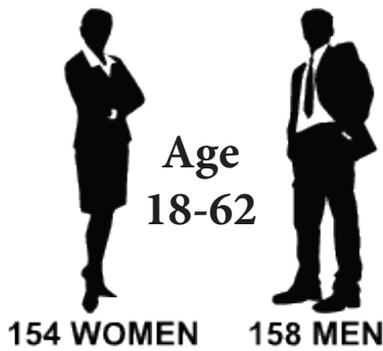
Katrine Imhof, Vice President for RTP Africa Region.

Volunteer coach retention factors

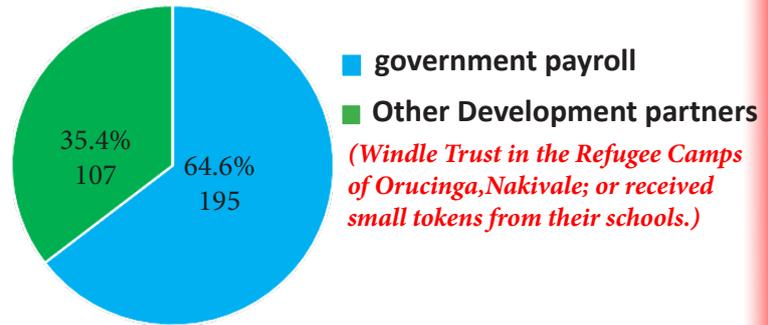
Majority of the respondents favored cash incentives as a motivation but also institutional support from Right to Play was cited as a great need through more involvement. This involvement can be done through strengthening work plan development, trainings and capacity development (personalized to different regions and needs); coach monitoring and supervision (both by right to Play and peers); as well as network building with government and community.



Study Population

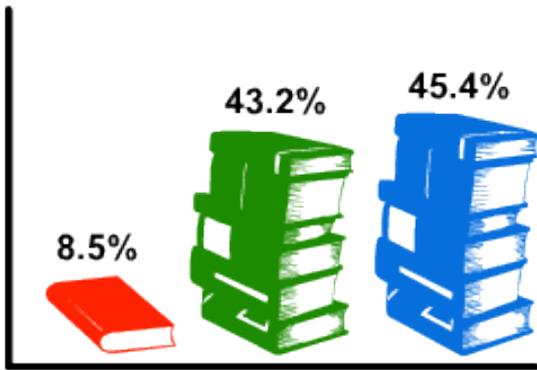


Government Paid vs Others



Education Level of the Study Population

- Certificate of Education Grade III
(basic requirement for Primary Teachers)
- Grade V certificates, Diplomas and Bachelor's Degrees
- Ordinary and Advanced Certificates of Education



Period of work/stay at current school



- 46.4% ≤ 5 years
- 27.8% 6-10 years
- 15.5% 11-30 years

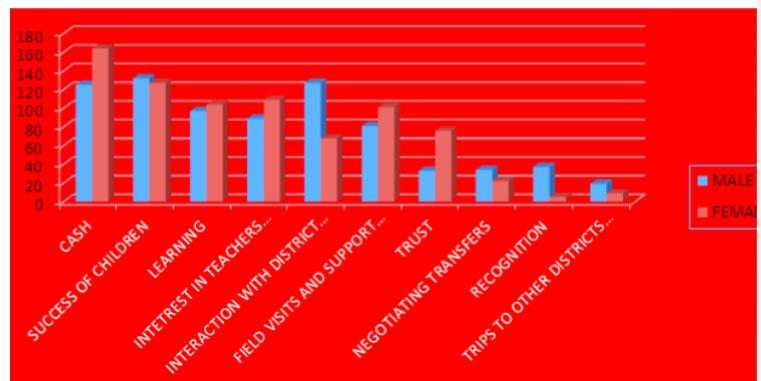
Study Findings

Factors responsible for Coach Attrition	Total
Lack of follow-up and support	291
Declining morale or interest	271
Transfers	255
Unmet expectations	213
Competing priorities	204
Space for activities	198
Strict curriculum	175
Image of the Teaching Profession	143
Understanding of the project and RTP program- ing	121
Professional interest in teaching (survival/vacation/ temporary job	97
Support from Head Teachers and SMCs	93

The study found that 5% of the trained Teachers and Coaches have dropped out of the program in the last 3 years.

CURRENT COACH MOTIVATION INCENTIVES

The incentives listed included Cash Incentives, Success of children, Learning, Interest in Teachers Professions, Interaction with district officials, Field visits and support supervision, Trust, Negotiating transfers, Recognition, as well as Trips to other districts and or countries. 91% of the respondents noted that cash incentives were the number one motivation.



"...we have been facilitated to attend meetings and workshops and given airtime to coordinate activities. We also receive quarterly incentives of twenty thousand Uganda shillings (20,000/=) UGX that has helped us in meeting our other needs..." Teacher

Identification of Teachers and Coaches

For the success of the project teachers and coaches in the selected regions are identified and elected for participation. Three mechanisms of coach identification at school and community levels are used; these are seen in the table below.

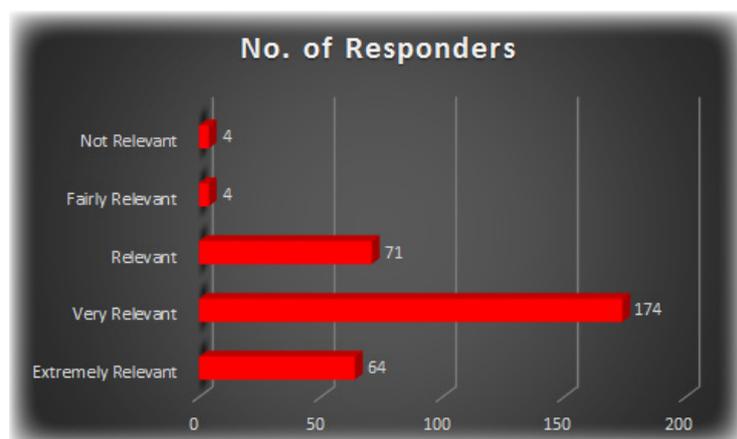
Recruitment Approach	Frequency	%age
Initial Interest – RTP	39	11.9
Head Teachers	156	47.7
Trained Teachers/Coaches	132	40.4
Total	327	100

RTP was credited for the capacity building and professional development of her Teachers and Coaches through the five day foundational training programs that mainly focuses on Positive Child and Youth Development (PCYD), a life skills-based training that equips Teachers and Coaches with the required knowledge and skills in leading safe, efficient and meaningful sport and play activities that develop different

life skills (effective communication, leadership, team work and self-esteem) in children and youth. Other specific thematic focused trainings were commended which included Play Based Learning, Positive Discipline, Live Safe Play Safe and ICT.

Critical to the project implementation and retention of teachers was training and the need of Head Teachers and SMCs, to embrace the programme..

Views on RTP Training



INDIVIDUAL COMMENTS

“...there is a wealth of knowledge and skills that we have gained from RTP trainings. These skills have benefited us in other fields. In our profession to be a good teacher, you must be a good student. In the absence of government funded refresher trainings, RTP has filled this gap and we appreciate the support ...”

“...when you work with RTP, you are trained to look at the bigger picture. You realize that the future of this child is actually in your hands and it is the ultimate outcome, from this child, that matters than what we are paid. This notion galvanizes our calling and motivates us to focus on children than the salary itself.”

“...there is nothing that makes a Teacher happy than registering success in the lives of children and young people under their care. This success should not only be seen in terms of academic attainment, but as an all-round concept of a child's life. It is with no doubt that performance of our pupils has improved over time and this success has a strong relationship with RTP's intervention. At home, our positive discipline initiatives have been felt. Children and now different and parents are more appreciative of our role. This is a strong motivating factor because at the community level, we have gained more respect and admiration for changing children's lives.”

“...I have recruited over 15 Teachers and 10 coaches into this project, over the years. As Head Coaches, we are familiar with how RTP works and when there is a need for more Teachers and Coaches, we identify those that have shown interest and willing to volunteer. In most cases, as we implement, we recruit Teachers that support us...they start learning how everything is implemented and their continued interest guarantees them automatic recruitment when there is an opportunity...” Head Coach, Kampala.

“...a number of young people were identified to participate in this project. There was little enthusiasm based on expected benefits, but the few that participated have now become formidable members of the community to reckon with. Some of these people did not even have the capacity to stand and talk in public, today, they are our current Local Council I Chairpersons and Committee Members...” **Local Council Official**

“... I have worked in this school for the last 12 years. We have only seen the district education officials in RTP meetings and trainings and also during support supervision and inspection. When we meet them, we get an opportunity to also air out our views and concerns...”

“...I did not know that I had performed well as a coach. One day while at a School Assembly, the Coordinator RTP presented to me an award. I felt loved and appreciated and from that time, I implement RTP activities with all my heart without even expecting a reward. Other Teachers are also working hard well knowing that they will be recognized in future...”



CONCLUSION

RTP has non-uniform mechanisms for acquiring and retaining volunteers. Teachers and coaches are recruited differently, rewarded differently, and organized differently depending on their region. Each of these have an impact on volunteer retention.

An overwhelming majority (85.5%) indicated that, based on how they were recruited, they did not feel that they could easily abandon their responsibilities to RTP. Uniform policies can cultivate both of these sentiments to positively affect coach retention. Despite the overwhelming responses favoring cash incentives as a motivation, there are many strongly favored alternatives. These alternatives reflect a desire for institutional support from RTP including “Learning” and “Field Visits and Support Supervision”.

Gender also plays a big role in motivation where women disproportionately reported “Trust” and men reported “Interaction with Government Officials”. Thus it is necessary to increase broadly alternative types of incentives or target incentives based on gender.

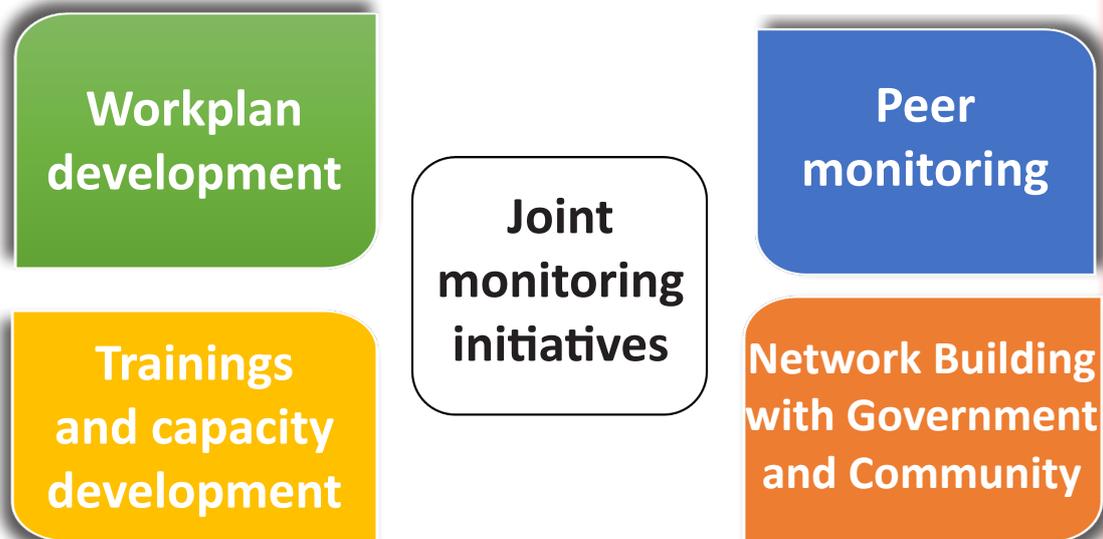
It was noted that RTP led training sessions are widely successful, effective, and popular among volunteers.

RECOMMENDATIONS

Recommended mechanisms for volunteer coach recruitment

1. Preliminary meeting with Teachers and Coaches should take time to present the project - its intended beneficiaries, implementation criteria, roles and responsibilities of different players, and expected outputs and impact.
2. The Teacher/Coach Assessment Tool should be created to ensure that Teachers and Coaches can be held accountable to their mandate.
3. Teacher or Coach Contracts are needed spelling out clearly the duties and responsibilities of Teachers and Coaches.

Recommended Mechanisms for volunteer coach support



Recommended approaches to Coach Retention

This study identified factors that lead to coach attrition. For the organisation to retain her coaches and teachers; therefore there is an urgent need to:

1. Investigate mitigation measures
2. Periodically document and share good practices
3. Improve Coach Monitoring and Quality Assessment Tool
4. Design mitigation measures to counter the challenges associated with coach attrition

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