



REFLECTION TOOL

WOMEN AND GIRLS



This tool is designed to help bring the Women and Girls Participation Framework to life in a way that reflects unique regional context and goals. It supports the reflection of current activity, to identify gaps or opportunities, and shape priorities that align with both the framework and local aspirations.

Unions are encouraged to localise the framework, consider their current landscape, and embed relevant actions into their wider strategic or operational planning.

The tool can be completed independently by unions or used collaboratively with NZR staff to support reflection and planning.

Use it to:

- Reflect on current activity
- Identify opportunities and gaps
- Shape priorities aligned with both the framework and your local aspirations

Can be completed independently or with NZR staff.

STEP ONE

SNAPSHOT

Purpose:

Capture a quick picture of participation in your region, who's playing, where, and how it's changing.

Use the boxes and tables below to record player numbers, trends, and any local context.

Total Number of Players

Please enter the total number of registered players:

Total Number of Women & Girls	Total Number of Men & Boys

Breakdown of women and girls by age group

Age Group	Number of Players	Average Retention Rate (%)
Junior		
Youth		
Senior		

CONSIDERATION

Wondering if your player distribution is sustainable?

A rough guide is a **4:2:1 ratio**. This means:

- For every **1 Senior**, you generally need about **2 Youth** and **4 Juniors** to maintain a healthy flow through the age groups.

Quick 4:2:1 Check

1. Look at your three groups: **Juniors, Youth, Seniors**.
2. Compare **Juniors to Youth** → Juniors should be roughly twice as many as Youth.
3. Compare **Youth to Seniors** → Youth should be roughly twice as many as Seniors.
4. Check **Seniors** → this should be the smallest group.

If your numbers are far from this ratio, it may indicate challenges in recruitment or retention at certain age groups, and highlight future risk.

Supplementary Question:

How many senior players are aged 16-17?

Do you know how many participants play contact vs non-contact?

Additional context (if available)

This helps explain the story behind your numbers and participation trends. Keep it short- just a few bullet points under each heading.

1. Voice of Participants

What are players, whānau, or volunteers saying about rugby? (motivations/aspirations/barriers)

2. Local Challenges or Influences

Factors that impact participation: geography, schools/clubs, travel distances, facilities, competing sports, community demographics

3. Union Aspirations for Women & Girls

Key outcomes you want to achieve (e.g., grow youth grades, improve retention)

Tip: You don't need long answers just enough to explain your current situation before mapping activities and identifying gaps.



STEP TWO

ACTIVITY MAPPING

Instructions:

01.

Fill in the table for each age group and domain:

- **Foundation:** Describe programs supporting players at each age.
- **Play, Competitive, Emerging:** Include the offering (e.g., premier club rugby), format (15s, 7s, non-contact), number of teams, and season/length.
- Ensure to highlight activity that is in place but may be underdeveloped and needs more attention

Include all offerings in your region, whether run by your union or other organizations.

Purpose:

To consider the full range of offerings for women and girls in your region, and to identify gaps and opportunities for growth.



Table: Current Offerings by Age Group and Domain

Age Group	Foundation	Play	Emerging
Junior	E.g. rippa	X	X
Youth	E.g. Contact Ready	E.g. Social Series	U16s Dev Program
Senior			

Reflection Questions

1. Strengths:

Which domains or age groups have strong, high-quality offerings in place?

Are key entry points supported by strong, fit-for-purpose offerings?

2. Gaps / Underdeveloped Areas:

Which domains or age groups need more development?

Are any formats underdeveloped or offerings needing more attention?

3. Transitions / Drop-offs:

Where do players move between domains or age groups?

Are there challenges at these stages?

Tip! Use the Participation Framework examples to support thinking.



STEP THREE

REVIEW AND PRIORITISE

Purpose:

This step helps you take the gaps and underdeveloped areas identified in Step 2 and evaluate their significance. You will assess which gaps matter most, consider the effort required to address them, and determine priorities. The goal is to focus on the areas that will have the greatest impact and translate these insights into concrete actions that can be incorporated into your plan.

Gap Review Table

Gap/Underdeveloped Offering	Does it matter?	Is it a priority? (Immediate/Future/No)	Possible Support / Solution
e.g., Youth Foundation	High volume of new teenage girls entering; need improved retention	Immediate	Contact Ready program

EFFORT VS IMPACT GUIDE

When rating effort, consider time, resources, and capacity (including coaching and referee availability and capability)

Low Effort: Easy to implement with current resources and capacity.

High Effort: Requires significant resources, training, or coordination.

Impact reflects the benefit level:

Low Impact: Limited or narrow benefits.

High Impact: Broad or transformative benefits for participation and development.

Effort (H/L)	Impact (H/L)	Summary – Effort/Impact/Priority
Low	High	Low effort / High impact / High priority

STEP FOUR

ACTION PLANNING

Purpose:

Identify 1-3 high-priority gaps and/or underdeveloped areas and turn them into actionable initiatives. Focus on what will have the greatest impact, is achievable with your resources, and aligns with your union's goals. Use the table below to capture the details.

Action Planning Table

Priority Gap / Opportunity	Action Needed	Risks/Challenges	Support/Partnerships
e.g., Youth Foundation	Implement Contact Ready program at 3 clubs; assign coordinator	Limited coaching capacity; scheduling conflicts	NZR, local clubs, schools
X	X	X	X
X	X	X	X

Opportunities to Leverage	Timeline	Success Measures
Existing Contact Ready resources, school holiday programs	Start Term 1, review Term 2	Number of participants; retention to next season
X	X	X
X	X	X

Reflection on Participation Framework Enablers

For each activity you've selected, consider:

- **Quality Coaches & Officials:** How might we ensure coaches, referees, and volunteers are confident and supported to meet the needs of women and girls, and continue to develop as the activity evolves?
- **Inclusive Environments:** How might we create spaces that feel welcoming and safe, and how can we check that they remain so over time?
- **Hauora:** How might we support the whole person, physically, mentally, emotionally, and culturally, through this activity, both now and as participants progress?
- **Whānau & Community Engagement:** How might we involve families and communities as visible, positive contributors to this activity, and maintain their engagement over time?
- **Resourcing & Investment:** How might we ensure we have the resources needed to deliver this activity well and sustainably, and adapt as needs change?
- **Feedback & Co-Design:** How might we ensure women and girls are genuinely shaping this activity, and gather feedback during and after delivery to inform its design and improvement?

