

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA



LEINSTER



TURAS

The central image shows two players in silhouette against a bright, curved background. One player is on the left, leaning forward with a hand on the ground, while the other is on the right, holding a Gaelic football. The overall scene is dynamic and suggests a moment of play or a transition in the game.

SUPPORTING TALENT ACADEMY COACHES TO
DEVELOP PLAYERS



SUPPORTING LEINSTER GAA TALENT ACADEMY COACHES TO DEVELOP PLAYERS

PHILOSOPHY, AIMS AND OBJECTIVES

TURAS, the Irish for journey, was purposefully chosen to reflect the journey that is player and coach development. The TURAS programme will challenge coaches to engage in lifelong coach education by providing flexible, context-appropriate, and bespoke opportunities delivered within their coaching environment.

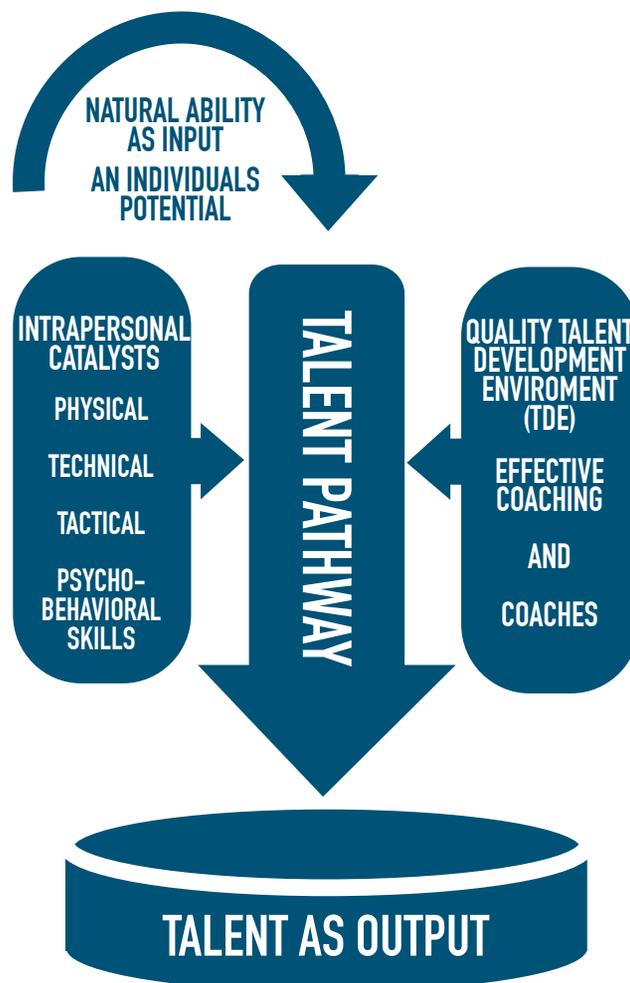
The overarching objective of TURAS is to implement a coherent and consistent coaching and player philosophy within Leinster GAA that supports the long-term development and retention of players and coaches at county, school, and club levels. It recognises that coaching is central to player development and investing in quality, long-term and sustainable coach education will have significant and positive implications on the development of young players and the competitiveness of senior teams into the future.

TURAS aims to ensure a consistency and clarity of message about long-term development and coaching philosophy across all levels of the game; club, school and county. It is a set of principles that outline the type of player each county is trying to develop and the coaching process that support this. TURAS recognises that both coaching and player development is a long-term process that requires continuous investment, engagement and communication. TURAS will have positive outcomes at all levels by bringing more players into clubs and schools (Play the Game), developing thriving developmental and competitive structures in clubs and schools (Stay in the Game), and achieving success at county level (Achieve in the Game).

It is widely recognised that coaches have a preference for informal and self-directed modes of learning. Consequently, it is important that TURAS provides coaches with CPD opportunities (to complement formal coach education) that provide those operating on the Player Pathway with the skills they need (and the ability to refine and reflect on these). Underpinned by the TURAS principles, the establishment of communities of practice within each county as well as peer coaching, mentoring, and facilitated workshops will be the primary focus of TURAS Community of Practice.

WHAT IS TALENT?

It is important for all those working with and for young players to have a common understanding of what is meant by 'talent' and the Talent Development (TD) pathway. It might be easiest to think of this in terms of 'inputs and outputs'. Think of talent as a developmental construct that is influenced by a range of factors. The coaching process transforms a young player's natural ability (the input) into expert performance or talent (the output) via learning and practice. When a performer enters the TD pathway they have potential that can be transformed into talent. Simply, talent is something that develops over time and in response to a good coaching and development environment. This is where good coaches, who understand the needs of young players, will make the difference!





PRINCIPLES

The key principles underpinning coaching on the Leinster GAA Player Pathway are presented using the acronym TURAS.

Testing and Challenging; all players should be challenged to improve at their level

Understands the player is at the centre of the game and provides individualised development (player centred)

Resembles the game (games based)

All players involved, all the time; lots of touches, lots of decisions

Should always be an enjoyable, developmentally appropriate & holistic GAA experience

TURAS principles should run throughout the Coaching and Games programme at all levels. As such, all stakeholders (players, coaches, managers, TD Leaders, parents) will 'speak' a common language and follow a common pathway as they progress on their TURAS through the development pathway.

THE IMPORTANCE OF TALENT DEVELOPMENT PLANNING

Planning is an essential process for any organization or sports body. It is an integral and vital part of a GAA county's over-arching strategic plan and subsequent operations. This Talent Development planning forms the basis for the direction and decisions for implementing the Talent Development program and the structure of training/competitions.

The Talent Development planning document will include 8 key areas:

- 1 **Coach Recruitment, Development & Retention**
- 2 **Talent Identification**
- 3 **Skill Development**
- 4 **Physical Development**
- 5 **Psychological Development**
- 6 **Performance Analysis**
- 7 **Nutrition**
- 8 **Social**



1 COACH RECRUITMENT, DEVELOPMENT & RETENTION

RECRUITMENT

Agree, as a county what are the key skills and competencies you require from a squad management team for example:

SKILLS

- Management
- Leadership
- Good technical knowledge of the game
- Good questioning skills

COMPETENCIES

- Ability to involve and delegate to other coaches and players
- A good role model
- Be able to spot and assist players by identifying and communicating the key areas for improvement
- Understanding of the decision-making process and how to create a culture of guided discovery

Devise an agreed process for identifying, contacting and attracting coaches to get involved in talent academies
Coaches may be found in existing GAA structures such as:

- Schools
- Clubs
- Former Inter county players
- Coach Education Program

DEVELOPMENT

Coaching Skills will be developed through workshops & on going mentoring in the following areas:

FORMAL LEARNING

- Leinster GAA Leadership & Management Course
- GAA Award 2 Youth/Adult Course
- Leinster GAA Resistance Training Course

INFORMAL LEARNING

- Knowledge and appreciation of TURAS principles.
- TURAS – communities of practise
- Coaching Styles (See appendix 1)
- Developing Psychological Skills workshop

RETENTION

There are a number of ways to assist in retaining coaches and these should be regular and varied and categorized under the following headings:

1. Recognition – Match tickets, appropriate gear etc.
2. Training & Development – Access to courses and training
3. Supports – GDA/staff member to organize logistics, bulk communication to players etc.

2 TALENT IDENTIFICATION



In addition to the physical and technical attributes which usually make up a talent identification process, other factors such as motivation, determination, resilience, positive attitude, ability to learn and perform skills are all crucial aspects in identifying future inter-county players.

AT U-13 LEVEL THE TALENT IDENTIFICATION PROCESS OF EACH COUNTY COULD INCLUDE:

- A high volume of players in regional squads and provided with multiple playing opportunities as well as a high standard of coaching. This is not treated as an academy squad but an early opportunity for Talent Identification.

AT U-14 LEVEL THE TALENT IDENTIFICATION PROCESS OF EACH COUNTY COULD INCLUDE:

- The enrolment of all club coaches in a workshop highlighting what The Talent Academy plans to offer to player's development.
- An initial trial opportunity will all involve all players getting multiple opportunities to impress. Ideally this will be done on a small-sided game basis, progressing to full 15-a-side games.
- At this age group squad sizes will be large in numbers and a full year will be essentially a Talent Identification process.
- Coaches complete Leinster GAA performance profiling tool. Profiling information used to monitor progress of players with feedback provided on an ongoing basis (See appendix 2).

AT U-15 LEVEL THE TALENT IDENTIFICATION PROCESS OF EACH COUNTY COULD INCLUDE:

- Players outside the squad nominated by clubs will be given another opportunity to play in a trial process of both small-sided and full 15-a-side games. This process will involve at least two events for each player nominated.
- Players outside the academy system are monitored through Club games on an on-going basis by Academy Squad coaches & other key games development individuals in the county.
- Players who may be released from the squad system are provided with feedback on areas where they may potentially improve their game.
- Coaches and players complete Leinster GAA performance profiling tool. Club also to be informed of feedback given to player Profiling information used to monitor progress of players with feedback provided on an ongoing basis (See appendix 2)

AT U-16 LEVEL THE TALENT IDENTIFICATION PROCESS OF EACH COUNTY COULD INCLUDE:

- Players outside the squad nominated by clubs will be given another opportunity to play in a trial process of both small-sided and full 15-a-side games. This process will involve at least two events for each player nominated.
- Those players deemed suitable to minor (U17) competition will be promoted to a higher age group for inter-county competition. These players will be replaced by additional players at the correct age group, not the younger age group.
- Coaches and players complete Leinster GAA performance profiling tool.
- All profiling results are recorded and kept by county coaching & games staff. This information is presented to incoming minor management teams. (See appendix 2)

3 SKILL DEVELOPMENT



To carry out a skills testing program, coaches must strive to create an environment similar to what players will experience in a match i.e. the skills recorded must mirror that of a game situation. It is equally important to produce a standardized procedure for administration of all

AT U-14 LEVEL THE SKILL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- All players selected should undergo skills testing deemed suitable by county.
- Players are provided with test results and recommendations on areas to improve.
- Players are provided with a clear template of the skills testing format to encourage practice in their own time.
- Players are retested late in the year and improvements are relayed to players.
- All players test scoring is recorded and kept by county coaching & games.

AT U-15 LEVEL THE SKILL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- Following a review of skills testing results of the previous year, counties may decide to amend skills test to appropriate skill levels.
- Counties identify 20/30 players as a representation of those outside the squad system and skill test these players. This will allow coaches to assess skill levels of those players already in squads. This can be done through schools, clubs or trials system.
- Players are retested late in the year and improvements are relayed to players.
- All players test scoring is recorded and kept by county coaching & games.

AT U-16 LEVEL THE SKILL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- At the beginning of the year the skills testing template used at U-15 is repeated and results are given to players.
- Testing process evolves to test players in the area of decision making.
- Each player's results from U-14, U-15 & U-16 are evaluated by the coaching team and feedback is given to players on potential strengths & weaknesses.
- Results from three years testing are submitted to incoming county minor management teams.

****Skills testing should be used in conjunction with player profiling tool. (Appendix 2)**

4 PHYSICAL DEVELOPMENT



Resistance training sessions

Before partaking in a resistance training program an RT competency test should take place to prescribe an individualized training program for the player.

Testing and assessments

The gaelic athletic assessment should be carried out a minimum of two times per year for each squad.

Injury preventative programs

All training sessions should begin with the GAA 15 warm up; coaches should be actively coaching the strengthening components of the GAA 15 warm up.

During periods where players are partaking in a supervised RT session the specific strengthening does not need to take place on the field.

Specific attention should be paid to movement quality during warm ups and particularly during the strengthening component of the GAA 15 warm up

Match day & games

Match day warm ups do not need to include the strengthening components of the GAA15 warm up but should follow a ramp guidelines.

Player Welfare

All guidelines around player welfare from www.gaa.ie/learning in respect to concussion, training loads and injury management should be adhered too.

AT U-14 LEVEL THE SKILL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- A player performance assesment will be completed for functional movement by all players. These results should be updated and stored on the players profile on smartabase.

AT U-15 LEVEL THE PHYSICAL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- A player performance assesment will be completed for functional movement by all players. These results should be updated and stored on the players profile on smartabase.

AT U-16 LEVEL THE PHYSICAL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- A player performance assesment will be completed for functional movement by all players. These results should be updated and stored on the players profile on smartabase.

5 PSYCHOLOGICAL DEVELOPMENT

The role of psychology skills as facilitators and determinants of talent development is well established. Incorporating these skills, termed Psychological Characteristics of Developing Excellence (PCDEs), into the coaching and development pathway ensures that young performers can optimize development opportunities (e.g., selection to development squads, higher level of competition), adapt to setbacks (e.g., injury, slumps in performance), and effectively negotiate key transitions (e.g., selection, demands for increased practice) encountered as they progress from U14 to senior levels of performance. The aim of the PCDE curriculum is that all players experience, develop and apply all PCDEs by minor level. Within each age-group players will work on a subset of the PCDEs (integrated into the coaching process), building towards a comprehensive profile as they exit the pathway. Ongoing assessment of this should include questionnaire, coach observation and playing/coaching evaluations.

PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING EXCELLENCE:

- Commitment
- Realistic Performance Evaluation
- Coping with Pressure
- Goal Setting
- Effective imagery
- Psychology Program
- Focus & Distraction Control
- Self-Awareness
- Planning & Self-Organization
- Quality Practice
- Actively seeking social support



AT U-14 LEVEL THE SKILL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- A basic introduction of the psychological skills required & their importance to the athletes.
- Coach Education Workshop on PCDE.
- Identifying pertinent PCDEs and building their application, development and refinement into the coaching plan.
- Ongoing assessment of the application of the PCDE curriculum.

AT U-15 LEVEL THE SKILL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- A recap of the psychological skills required & their importance to the athletes.
- Coach Education Workshop on PCDE.
- Identifying pertinent PCDEs and building their application, development and refinement into the coaching plan.
- Ongoing assessment of the application of the PCDE curriculum.

AT U-16 LEVEL THE SKILL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- A recap of the psychological skills required & their importance to the athletes.
- Coach Education Workshop on PCDE
- Identifying pertinent PCDEs and building their application, development and refinement into the coaching plan.
- Ongoing assessment of the application of the PCDE curriculum.

6 PERFORMANCE ANALYSIS



AT U-14 LEVEL PERFORMANCE ANALYSIS SUPPORT FOR EACH COUNTY COULD INCLUDE:

- Devise a simple hand notational template that can be used during training matches to analyze the key skill development areas to be developed at this age group. (See Appendix 3)
- If possible record 2 to 3 in house games (making sure all players are involved) and compile individual player clips/movies that are shared with the player as a highlights reel and kept on file for future data-basing.
- Coaches to complete a basic summary profile of each player i.e. 3 stars and a wish that can be shared with the player based on the highlights reel.
- The video files can be a reference point used when completing the Leinster GAA Player profiling tool at the end of the year for each player.

AT U15 LEVEL PERFORMANCE ANALYSIS SUPPORT FOR EACH COUNTY COULD INCLUDE:

- Devise a simple hand notational template that can be used during training matches to analyse the key skill development areas to be developed at this age group
- If possible record 3 to 4 games (making sure all players are involved) and compile individual player clips/movies that are shared with the player as a highlights reel and kept on file for future data basing
- Coaches to complete a profile of each player i.e. 4/5 key strengths and 2 to 3 areas for further development – ideally this is linked with the previous year's 3 stars and a wish.
- The video files can be a reference point used when completing the Leinster GAA Player profiling tool at the end of the year for each player.

AT U-16 LEVEL PERFORMANCE ANALYSIS SUPPORT FOR EACH COUNTY COULD INCLUDE:

- Devise a simple hand notational template that can be used during training matches to analyze the key skill development areas to be developed at this age group.
- If possible record 3 to 4 games (making sure all players are involved) and compile individual player clips/movies that are shared with the player as a highlights reel and kept on file for future data-basing.
- Using two of the games, get a post game analysis completed to share with the players and expose them to a best practice model for using analysis in a group environment.
- Coaches to complete a profile of each player i.e. 4 or 5 key strengths and 2 to 3 areas for further development – ideally this is linked with the previous years 3 stars and a wish.
- The video files can be a reference point used when completing the Leinster GAA Player profiling tool at the end of the year for each player.

7 NUTRITION



Nutrition for the youth player has the potential to play a huge part in ensuring that these players continue on to senior inter county. As the target group is underage, it is very important to involve and educate the parents of the players involved.

AT U-14 LEVEL THE NUTRITION PROCESS OF EACH COUNTY COULD INCLUDE:

- A Basic intro giving an understanding of Nutrition & it's importance to the players.
- The introduction of a phase 1 educational document for each player and parents – An introduction to performance nutrition.
- Education Booklet – phase 1.
- Importance of Nutrition, Energy Management, Healthy v Unhealthy Foods.
- 1 session during the season with performance nutritionist for players & parents.

AT U-15 LEVEL THE NUTRITION PROCESS OF EACH COUNTY COULD INCLUDE:

- 2 sessions during the season with performance nutritionist for players & parents.
- Pre and post match meals prescribed.
- Education Booklet – phase 2.
- Education to be progression and continuation of previous year.

AT U-16 LEVEL THE NUTRITION PROCESS OF EACH COUNTY COULD INCLUDE:

- Introduction of anthropometric testing (Height, weight, circumferences etc.).
- 2 Sessions during the season with performance nutritionist for players & parents.
- Cookery Demonstration.
- Education to be progression and continuation of previous year.
- Education Booklet – phase 3.
- Content to include – Match Day Nutrition, Hydration, Fuelling a Growing Body.

8 SOCIAL



AT U-14 LEVEL THE SOCIAL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

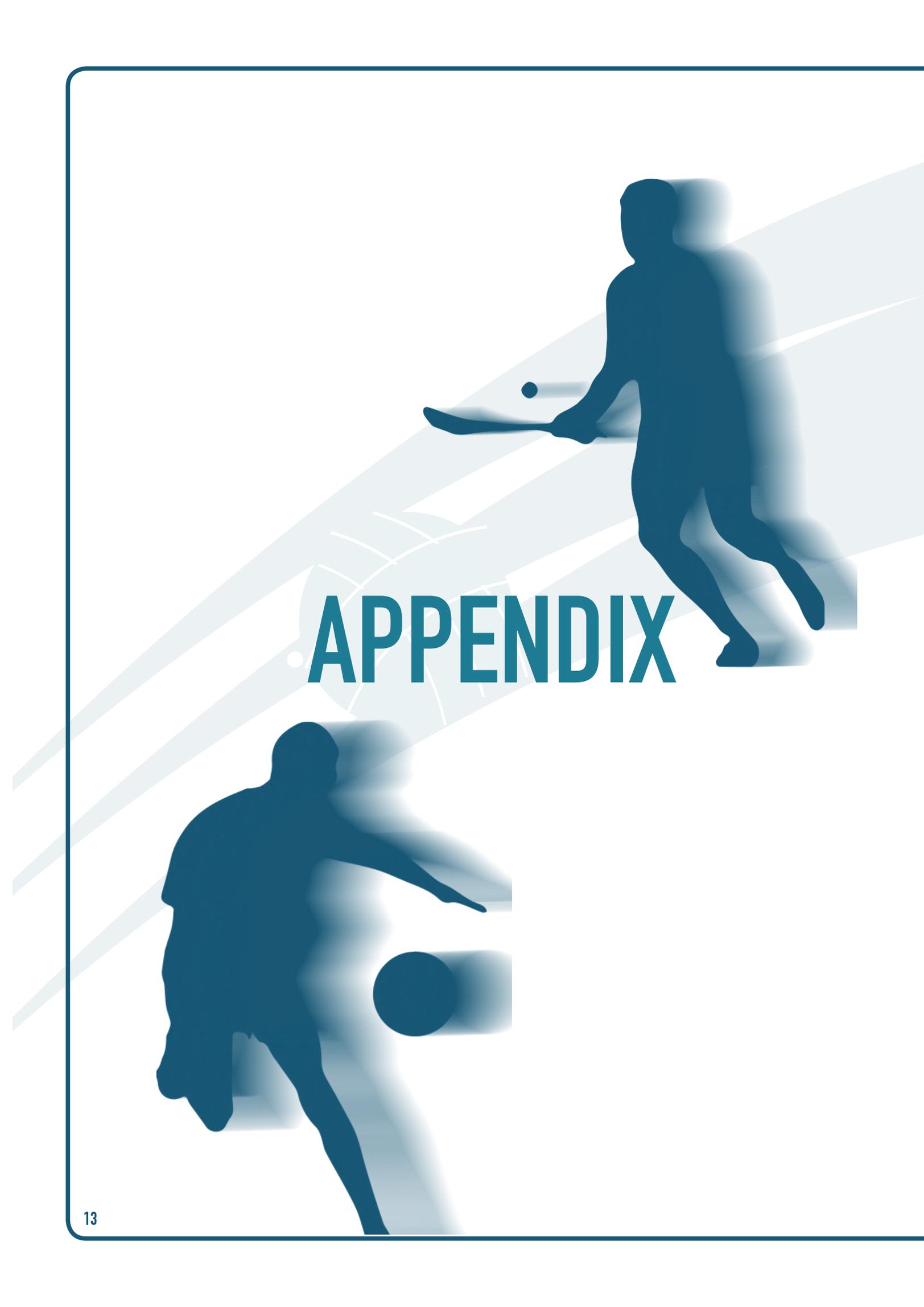
- Use groupings within training sessions to encourage social interaction between players eg. "Pair off with someone from a different club"
- Players respect and co-operate with all people within the talent academy system, team mates, coaches, county personnel, referees..
- Players are encouraged to set example in application to training at both club and county level.
- Players wear any county gear provided when representing county development squads.

AT U-15 LEVEL THE SOCIAL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- Aim to strengthen relationships between players by holding group activities away from usual pitch and sports specific environments.
- All players are provided with career guidance & goal setting workshops.
- Players wear any county gear provided when representing county development squads.
- Improve leadership qualities within players by asking them to lead the warm up or feedback performance reviews to the squad.

AT U-16 LEVEL THE SOCIAL DEVELOPMENT PROCESS OF EACH COUNTY COULD INCLUDE:

- Players accept responsibilities for the upkeep of all facilities, dressing room, pitches, gym and in any environment while representing their county.
- All players receive ongoing advice & education on managing their time between sport and education.
- Where possible extra study skills (grinds) may be provided for those players taking state exams.
- Players wear any county gear provided when representing county development squads.



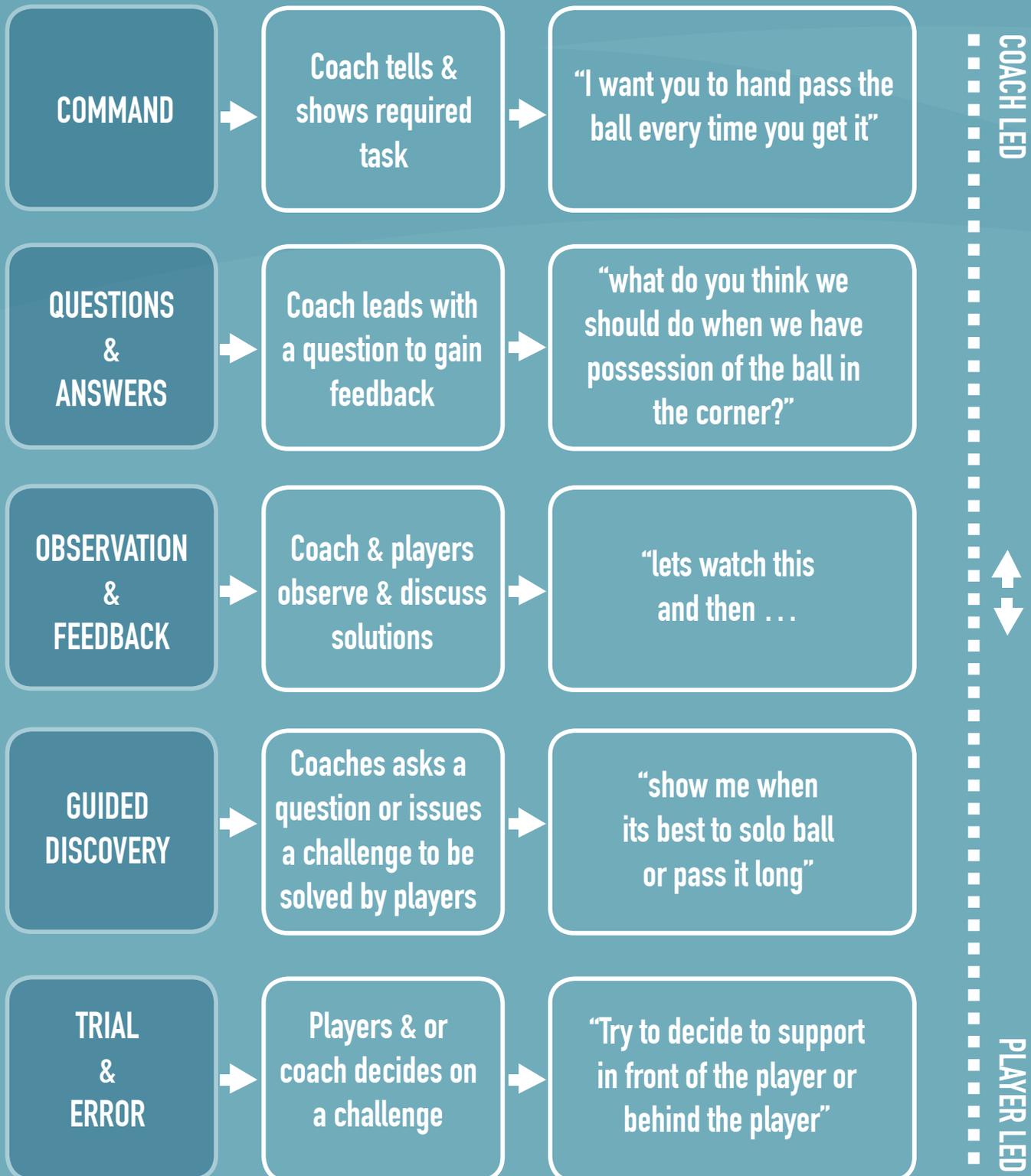
APPENDIX

APPENDIX 1

YOUR COACHING STYLE



The challenge for the coach is to pick the right intervention for the right player at the right time. A coach can benefit from understanding the advantages and disadvantages of a coaching style when deciding how to interact with their players.



Individual Player Profiling Football

Name	How to use this profiling tool 1. Rate yourself out of 10 in each of the areas below 2. Write a short comment to explain your rating 3. The coach must then rate you in each of the areas. 4. identify a key focus area for your next training block
Squad	
DOB	
Position	

Technical Skills	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comment
Kicking (right foot)						
Kicking (left foot)						
Hand Pass (right hand)						
Hand Pass (left hand)						
Pick up (right foot)						
Pick up (left foot)						
High catch						
Body catch						
Low catch						
Soloing & carrying the ball (right foot)						
Soloing & carrying the ball (left foot)						
Tackling						
Blocking						

Pick a focus area for the next training block. Why?

What are you going to do to improve this area (Be Specific)

Game Awareness / Tactical	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comment
Ability to defend space						
Ability to scan the pitch						
Positional awareness - Ability to find space						
Reads the game well - Plays with the head up						
Communicates with teammates during play						
Ability to maintain possession and pass effectively						
Ability to win your own ball (Positional sense)						
Ability to win breaking ball						
Ability to give appropriate support						

Pick a focus area for the next training block. Why?

What are you going to do to improve this area (Be Specific)

Physiological	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comment
Ability to cope with big occasions						
Decision making while under pressure, staying in the moment						
Ability to show resilience and grit during a game						
Managing your emotions on the pitch						

Pick a focus area for the next training block. Why?

What are you going to do to improve this area (Be Specific)

Social	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comment
Lives the life of the high performance player. Nutrition, Recovery, Gym						
Maintains a good balance between life, work, academic, social and sports						

Pick a focus area for the next training block. Why?

What are you going to do to improve this area (Be Specific)

Player Signature:		IDENTIFIED FOCUS AREAS
Date:		Focus Area 1:
Coach Signature:		Focus Area 2:
Next Profiling Session:		Focus Area 3:



Individual Player Profiling Hurling

Name	How to use this profiling tool 1. Rate yourself out of 10 in each of the areas below 2. Write a short comment to explain your rating 3. The coach must then rate you in each of the areas. 4. identify a key focus area for your next training block
Squad	
DOB	
Position	

Technical Skills	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comment
Striking from hand (right side)						
Striking from hand (left side)						
Striking from Ground (right side)						
Striking from Ground (left side)						
Hand Pass (right hand)						
Hand Pass (left hand)						
Role Lift						
Jab Lift						
Soloing & carrying the ball						
High catch (right hand)						
High catch (left hand)						
All other catches (right hand)						
All other catches (left hand)						
Tackling						
Blocking						
Hooking						
Dead Ball Skills (Free, penalty, Sideline)						

Pick a focus area for the next training block? Why

What are you going to do to improve this area (Be Specific)

Tactical Awareness	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comments
Ability to defend space						
Ability to scan the pitch						
Positional awareness - Ability to find space						
Reads the game well - Plays with the head up						
Communicates with teammates during play						
Ability to maintain possession and pass effectively						
Ability to win your own ball (Positional sense)						
Ability to win breaking ball						
Ability to give appropriate support						

Pick a focus area for the next training block? Why

What are you going to do to improve this area (Be Specific)

Physiological	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comments
Ability to cope with big occasions						
Decision making while under pressure, staying in the moment						
Ability to show resilience and grit during a game						
Managing your emotions on the pitch						

Pick a focus area for the next training block? Why

What are you going to do to improve this area (Be Specific)

Social	Perceived ability	Perceived Importance	Value	Player Comment	Coaches Rating	Coaches Comments
Lives the life of the high performance player. Nutrition, Recovery, Gym						
Maintains a good balance between life, work, academic, social and sports						

Pick a focus area for the next training block? Why

What are you going to do to improve this area (Be Specific)

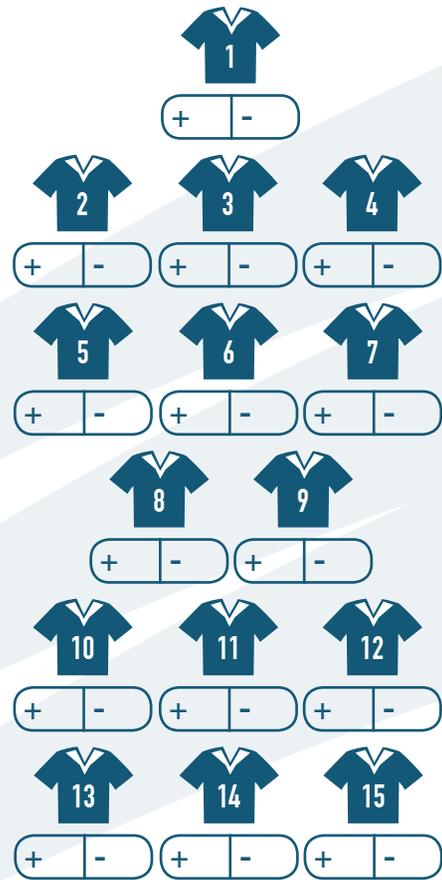
Player Signature:		IDENTIFIED FOCUS AREAS	
Date:		Focus Area 1:	
Coach Signature:		Focus Area 2:	
Next Profiling Session:		Focus Area 3:	

APPENDIX 3 Sample Analysis Templates

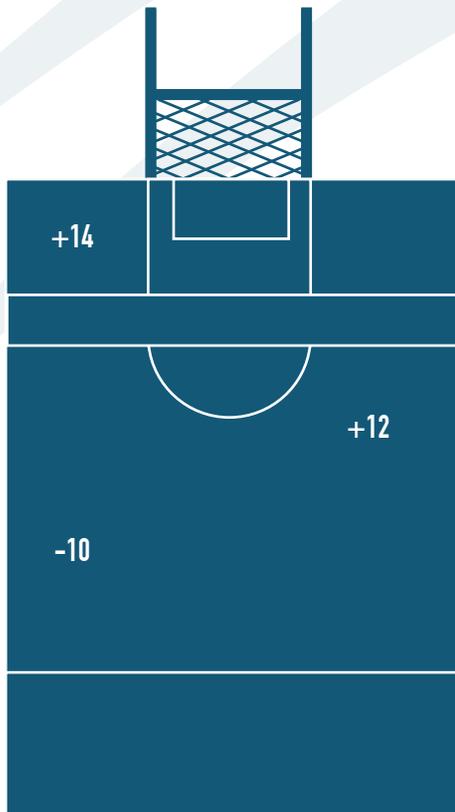
Technical Analysis on the ball

Player	Kicking			
	Right +	Right -	Left +	Left -
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Technical Analysis off the ball – Effective (+) / Ineffective Tackle (-)



Shot Location – Score (+) / Miss (-) + Player No.



Psychological

Player	Managing Emotions		Comment
	Reset +	Reset -	
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

RECOMENDED READING FOR COACHES

Talent Development A Practitioners Guide

Dave Collins & Áine McNamara

Talent Identification and Development in Sport International Perspectives

Edited by Joseph Baker, Steve Cobley, Jorg Schorer

Performance Psychology A Practitioners Guide

David Collins, Angela Abbott, Hugh Richards

Strength & Conditioning for Young Athletes Science and Application

Edited by Rhodri S. Llyod, Jon L. Oliver

Practical Sports Coaching

Edited by Christine Nash

**PLAYER
PATHWAY**
PLAY TO STAY WITH THE GAA



TURAS pathway, players should be able to . . .

Take responsibility for their own development and self-regulate their behavior

Understands and can execute the fundamental exercises (e.g., squat, lunge etc) that underpin performance

Recognise the importance of physical, psychological and lifestyle components to their overall performance and demonstrates the willingness to develop these factors on a regular basis

Appropriately respond to challenge and have the skills and confidence to adapt to new contexts

Show the ability to demonstrate composure under pressure, execute appropriate skills / tactics under competition pressure and a widening technical and tactical skill set whilst obtaining results.

TURAS pathway, players should be able to...

"I improve my skill testing scores by practicing on my own"

"playing games against other counties is an exciting challenge"

"I now know what foods will help make me a better player"

"players who I always played against are now good friends"

"my coach has challenged me to improve my striking on both sides of the body over the next 3 months"

"my coach is always challenging me to think about what I'm doing on the pitch by asking me questions"



A page of lined paper with a light blue decorative background on the left side. The page is ruled with horizontal lines, and the lines are evenly spaced. The background features a light blue gradient that transitions from a darker shade on the left to a lighter shade on the right, with some darker blue accents.

PLAYER PATHWAY

PLAY TO STAY WITH THE GAA



LEINSTER

TURAS