

Pass It Back Evaluation

Prepared for: ChildFund Australia

Prepared by: Kylie Bates, Director - GameChangers Pty Ltd

W: www.gchgrs.com

E: kylie.bates@gchgrs.com

P: +61 416 881 864



ACKNOWLEDGEMENTS

The reviewer would like to express sincere thanks to the many organisations and individuals whose support and assistance was essential to the completion of this review. Thank you to the ChildFund Country Offices for agreeing to participate in the review and for their extensive support in planning and carrying out the review. Thank you as well to the ChildFund Australia staff and also participants from World Rugby, Asia Rugby, Women Win, Lao Rugby Federation, Department of Foreign Affairs and Trade and local authorities who participated in key informant interviews. Thank you to Finlay Batts who provided background research in specific sport for development topics. Additionally, I would like to thank players, coaches, teachers, parents and community representatives who took part in focus group discussion. Finally, I would like to thank Rouena Getigan, John Harris and James Owens for their considerable efforts in organising the logistics for this review.

Table of Contents

ACKNOWLEDGEMENTS	2
Table of Contents	3
ACRONYMS	4
EXECUTIVE SUMMARY	5
1 INTRODUCTION	11
2 METHODOLOGY	14
3 PROGRAM EFFECTIVENESS	16
4 COST EFFECTIVENESS	42
5 PARTNERSHIPS	47
6 CONNECTION BETWEEN RESULTS AREAS AND STRATEGIC OPPORTUNITIES 52	
ANNEX A – List of Documents	61
ANNEX B – Key Informant Interviews	62
ANNEX C – Focus Group Discussions	64
ANNEX D – First Aid Training	65
ANNEX E – ChildFund strategic goals that are enhanced by Pass It Back	68
ANNEX F – Communications strategy	71
ANNEX G – Excerpt from Pass It Back Learning Paper – #5 – ChildFund Laos OIS 2016	73
ANNEX H – Sport for Development Program Priorities	74
ANNEX I – Delivery Recommendations	75
Table 4-1: Comparison of Get Into Rugby and Pass It Back	45
Table 6-1: Partnership Contribution	48
Table 7-1: Pass It Back Models	55
Table 8-1: Key Participants.....	62
Table 8-2: Interviews and/or FGDs with players and coaches	64
Table 8-3: Illustration of comparative impact areas of sport for development programs	74

ACRONYMS

AGYW	Adolescent Girls and Young Women
ANCP	Australian Non-Government Organisation Cooperation Program
BYWLTS	Building Young Women’s Leadership Through Sport
DFAT	Department of Foreign Affairs and Trade
FGD	Focus Group Discussion
INGO	International Non-Government Organisation
JICA	Japan International Cooperation Agency
LRF	Laos Rugby Federation
KII	Key Informant Interview
NGB	National Governing Body
NGO	Non-Government Organisation
PRFU	Philippine Rugby Football Union
VDDP	Village Development Planning Process

EXECUTIVE SUMMARY

About Pass It Back

Pass It Back is a sport for development program using Get into Rugby- a World Rugby program- to grow the game globally, equip children and young people in Asia to overcome challenges, inspire positive social change and 'pass it back' to their communities. Pass It Back delivers an integrated life-skills and rugby curriculum in a safe environment that aims to build sports and life-skills for children and youth that promote gender equity and sustainable economic empowerment. The program consists of a coach training process, 32-module curriculum, safeguarding policy and programming, gender equity activities, first aid training and processes, as well activities that increase the profile of Sustainable Development Goals and create pathways for players. There are additional activities designed to retain players and develop coaches' skills.

The program is implemented under an agreement between three partner organisations and is led by ChildFund:

- a) **ChildFund:** ChildFund Australia is an independent and non-religious international development organisation that works to reduce poverty for children in the developing world. ChildFund Australia and ChildFund Japan, two members of the ChildFund Alliance, are working closely together to develop Pass It Back to its full potential.
- b) **Women Win:** is a global leader in girls' empowerment through sport that leverages the power of play to help girls build leadership and become better equipped to exercise their rights. Since 2007, Women Win has impacted the lives of over 1.24 million adolescent girls in over 100 countries. This has been made possible by collaborations with a wide variety of grassroots women's organisations, corporate organisations, development organisations, sport bodies and government agencies.
- c) **Asia Rugby:** Asia Rugby is the regional association of World Rugby, the global governing body for rugby. It comprises 30 members. One of its goals is to grow and develop the game across the whole continent; and this includes the involvement of young women and girls. Another key goal is to ensure an enduring legacy for the 2019 Rugby World Cup in Japan, which will be the first time this competition has been hosted in Asia.
- d) **World Rugby:** World Rugby is the global governing body for the sport of rugby. World Rugby's ambition is to grow the game by inspiring and engaging new audiences and players around the world, reflecting the mission to build a stronger connection with fans, players and new audiences worldwide. The organisation has responsibility for the management of several global rugby tournaments including Rugby World Cup, Women's Rugby World Cup, men's and women's Rugby World Cup Sevens, men's and women's Sevens World Series and the U20 World Championship and Trophy. Globally, there are more than 7.2 million players playing rugby on a regular basis, with 120 member unions managing the game and its development in their respective countries.

The overall purpose of the review is to guide the next stage of program design. This evaluation will examine three main areas of the Pass It Back program:

- a) **Program effectiveness:** To what extent has Pass It Back delivered the outputs and outcomes planned? How can the quality of outcomes be improved moving forward? What evidence is there of program effectiveness in comparison to similar initiatives (both outcome-related and intervention related i.e. Sports for Development)?
- b) **Cost effectiveness and scalability:** To what extent has Pass It Back been cost-effective in delivering outputs and outcomes to date and does the model provide scale-up potential? If possible, assess how the cost of running Pass It Back is comparable to other Sports for Development or Life skills programs?
- c) **Partnerships:** To what extent has Pass It Back fully leveraged the value-add of partners and how could partnerships be better leveraged?

The reviewer collected data in 4 main ways:

1. **Reviewing relevant research literature** from around the world on efforts and good practices in using sport as a tool for social change and macro trends in rugby development.
2. **Reviewing program-specific documents**, including program design documents, progress reports, monitoring and evaluation data, financial reports, curricula and previously conducted research, evaluations and case studies.
3. **Conducting key informant interviews (KIIs) and focus group discussion (FGDs)** with a broad range of stakeholders. KIIs were held as one-on-one telephone, face to face or Skype interviews. FGDs were held face-to-face in an environment with which the participants are familiar (e.g. school, sports field, meeting room). 36 key informants were interviewed and 69 people took part in focus groups.
4. **Observing** afternoon Pass It Back activities for school-aged children in Nonghet, Laos.

Findings

The evaluation of Pass It Back demonstrates that the program has a strong impact across a diverse range of ChildFund and partner strategic areas. The Pass It Back product and processes are amongst some of the best in the world for connecting sport and development outcomes.

There is a strong enabling environment for growth due to the 2019 Rugby World Cup being the first Rugby World Cup to be hosted in Asia. This event will be preceded by the Women's World Cup in 2017, the Asian Games in 2018 and followed by the Olympics in 2020 (also in Japan). These events are coupled with World Rugby's increasing interest in player welfare, increasing the number of females in the game and supporting Asian nations to promote the game. There is some urgency to make a decision about whether ChildFund and the other strategic partners will capitalise on this opportunity.

At this stage of the program's development the most significant threat to Pass It Back's impact is the mismatch of the ambitions outlined in the action plan and the structure of the partnerships and resourcing.

The following themes emerged during the evaluation process:

Key Achievements

The curriculum and program activities contribute to both sport and development outcomes effectively. 3505 players (2082 in Laos and 1423 in Vietnam) have taken part in Pass It Back activities since July 2015. 52% of players are female and this is a world-first for entry-level rugby programs¹. There are significant impacts in quantitative indicators that connect to resilience, leadership, community connection, gender inclusion and safeguarding. For example, there is a 16% increase in percentage of players who believe girls should stay in school as long as boys and an increase of 16% of players who disagreed with the statement that boys and men are better leaders than women. There is a 49% increase in the number of players in Laos who believe threats are a form of violence. 11% more players knew they could ask for support if they needed it.

The coach training, mentoring and management is an essential element of Pass It Back and requires considerable investment. The coach development process not only gives teenagers and young adults a chance to develop and use new skills sets, it can change the way they see themselves and the way they perceive their value to the community. 39 (22 female) coaches are trained in Vietnam and 95 (51 female) coaches are trained in Laos. At the time of this review a coach training process was taking place in the Philippines. Coaches have skills in sport coaching, running life skills sessions, event management, first aid as well as negotiation, communication, facilitation and problem solving. The quality and sustainability of all activities depend on the quality of the coaches.

The first aid component increases individuals' skill sets, provides a valuable service in rural communities and contributes to breaking down barriers around what young coaches believe it is possible to learn. There is a person qualified to administer first aid in attendance at all rugby games and training sessions in Vietnam and Laos. In places where there is a low level of medical support, the assistance of trained Pass It Back coaches at emergency scenes (e.g. motorbike accidents) in the community has contributed to this component being highly valued. A games-based approach to First Aid training is being incorporated into the coach training structure, a unique and innovative model.

Knowledge of rugby values has increased by 61%. More importantly, in the FGDs every coach and player could describe 3 to 5 actions that demonstrate specific rugby values. The majority of focus group participants cited actions related to *respect* and *solidarity* as being the most significant personal change from the Pass It Back program. Rugby values and life skills are

¹ Measuring Change June 2016 Analysis, Pass It Back Season 1. The sample size was 50% of the total players.

integrated with World Rugby's Get Into Rugby activities, increasing the value of the activities to the community.

Rugby structures that are gender equitable and provide safe spaces for young people are being created in places where rugby has not had a stronghold historically.

Monitoring and evaluation processes support the quality of the program implementation and produce information that can be used to improve the program and demonstrate impact. The engagement of coaches in the monitoring process contributes to their overall skill development.

Through Pass It Back, ChildFund engages with civil society organisations to contribute to sustainable development goals². This takes place at a country level when Lao Rugby Federation (LRF) implements Pass It Back and then independently takes the extra step to expand the program and retain players in rugby based activities. There is potential for this type of partnership to spread to regional, international and across more sectors (e.g. sport affiliated corporate sponsors). The signing of the partnership agreement by ChildFund, Asia Rugby, World Rugby and Women Win in December 2016 means the time is now right to progress these discussions.

ChildFund's and the Australian Government's diplomatic profiles overseas are enhanced. Activities such as Australian national 7s players participating in festivals in Kim Boi and the Australian Minister for Foreign Affairs visiting training sessions in Vientiane raise the international profile of the Australian government's development assistance.

Efforts have been made to contribute to the development of **safeguarding children** policies. Due to Pass It Back, LRF is recognised by Asia Rugby as a leader and contributor in this area.

Key Issues

- i. The robust curriculum, monitoring and evaluation and general management procedures ensure a high quality program that garners a good reputation and has a considerable impact. Conversely, these aspects present challenges taking the program to scale.
- ii. **The program is on the cusp of being able to scale if there is ongoing investment.** Participation numbers reflect the program being in a startup phase. The participation numbers are relative to the program only recently moving out of pilot stages, low populations in rural ChildFund locations, the novelty and quality of the

² The Busan Partnership recognises that civil society plays a vital role in enabling people to claim their rights, in promoting rights-based approaches, in shaping development policies and partnerships, and in overseeing their implementation. A robust, dynamic and well-functioning civil society is a catalyst for growth and development, and is also a development outcome in its own right. Bilateral and multilateral agencies alike engage with civil society in the delivery of aid. Reference: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/CSO/0,,pagePK:220469~theSitePK:228717,00.html>

program and the effort put into using Pass It Back to develop cross sector partnerships. The timing is now ideal for the program to consider scaling activities.

- iii. The **organisational structure, including the capacity of the Pass It Back secretariat cannot support the activities related to growth** that are outlined in the Pass It Back action plan. It is unlikely the commitment to program quality can be maintained if the growth activities are attempted with limited human resources.
- iv. The **overlap between the Pass It Back secretariat and ChildFund management structures** results in lack of clarity and ownership about decision-making, resource allocation, management systems.
- v. The **strategic partnership is structured in a way the does not facilitate equitable sharing** of assets that contribute to shared and individual objectives. Currently, ChildFund undertakes the bulk of Pass It Back's funding and decision-making and carries most of the risk. Other members of strategic partnership could contribute more equitably.
- vi. The **communications component** needs to be optimised to serve multiple and diverse purposes.

Recommendations

Program Activities

- i. The Pass It Back secretariat could undertake a whole-of-program analysis to determine the connection between elements of the Pass It Back and the changes intended. This could reveal elements (contact points) that need to be included if the program is scaled. Curriculum content will be one part of the behaviour change activities.
- ii. Consider creating a series of 8-module curricula packages for use in a range of circumstances. Players will also access many other reinforcing contact points that connect to the behaviour change and support the rugby and life skills learnt in the curricula.
- iii. Convert the curriculum to a digital format that can be easily manipulated and accessed.
- iv. The focus on using rugby is retained until the Pass It Back secretariat has thoroughly explored business opportunities and potential for scale that are related to the macro rugby trends in Asia. If these opportunities remain unrealised then there is a case for exploring links to other established sport or community development programs that have high-level partnering and development capacity.
- v. Safeguarding and Inclusion project: This project is an important example of how Pass It Back can support a core National Governing Body objective in the event Pass It Back goes to scale. If the program is contained this work must therefore be considered a lower priority for investment in these locations. ChildFund's commitment to this work could be revised should the nature of World or Asia Rugby evolve, or there is greater World Rugby driven advocacy for Pass It Back in new countries.
- vi. First Aid: Collaboration with Asia Rugby should be maintained and the Pass It Back secretariat could consider including mental health first aid in the training structure.

- vii. Leadership: Many opportunities should be created during training to ease coaches into developing this confidence and be reinforced in coach meetings and other sessions. Opportunities for young people, especially females, to showcase their leadership skills at festivals and other events should be maintained or increased
- viii. Transfer of skills: Pass It Back helps coaches and players develop a range of general and specific skills. It would be useful to audit the skills coaches are most interested exploring, providing a way to develop these skills and ensuring links to the skills are clear to coaches and players as well as gatekeepers. This may require a partnership with specific providers.
- ix. Connection to the community: The program needs to create opportunities for the wider community including parents and extended family to experience Pass It Back. Additionally, parents should be able to meet the coaches and the two groups should be able to share information. This could be during coach meetings, come-and-try days connected to festivals or before each program begins.
- x. Pass It Back could consider creating a sponsored boot library in places where it is difficult to access or purchase shoes and surface is rocky and hard.

Program Structure, Cost Effectiveness and Partnerships

At this stage of the program's development the most significant threat to Pass It Back's impact is the mismatch of the ambitions outlined in the action plan and the structure of the partnerships and resourcing.

The first step to apply the findings of the evaluation is to determine whether the **contained** or **growth** model will be prioritised. This will determine a cascade of decisions about structure that is outlined in Table 6-1.

These decisions involve curriculum modules, partnership structures, resource allocation, locations, new partners and funding opportunities. The items are mutually reinforcing meaning it is not possible to mix and match elements from each model.

Two options for models are described in Section 6.

1 INTRODUCTION

This section presents the lay out of this report followed by the background to the review, including its purpose and the intended users of its outcomes.

1.1 Background

About Pass It Back

Pass It Back is an innovative sport for development program using Get Into Rugby, a World Rugby program, to grow the Game globally, equip children and young people in Asia to overcome challenges, inspire positive social change and 'pass it back' to their communities. Pass It Back delivers an integrated life-skills and rugby curriculum in a safe environment that aims to build sports and life-skills for children and youth that promote gender equity and sustainable economic empowerment. The program consists of a coach training process, 32-module curriculum, safeguarding policy and programming, gender equity activities, first aid training and processes, as well activities that increase the profile of sustainable development goals and create pathways for players.

The program is currently implemented by three partner organisations led by ChildFund:

- i. **ChildFund:** ChildFund Australia is an independent and non-religious international development organisation that works to reduce poverty for children in the developing world. ChildFund Australia and ChildFund Japan, two members of the ChildFund Alliance, are working closely together to develop Pass It Back to its full potential.
- ii. **Women Win:** is a global leader in girls' empowerment through sport that leverages the power of play to help girls build leadership and become better equipped to exercise their rights. Since 2007, Women Win has worked with over 1.24 million adolescent girls in over 100 countries. This has been made possible by collaborations with a wide variety of grassroots women's organisations, corporate organisations, development organisations, sport bodies and government agencies.
- iii. **Asia Rugby:** Asia Rugby is the Regional Association of World Rugby, the global governing body for rugby union. It comprises 30 members. One of its goals is to grow and develop the game across the whole continent; and this includes the involvement of young women and girls. Another key goal is to ensure an enduring legacy for the 2019 Rugby World Cup in Japan, which will be the first time this competition has been hosted in Asia.
- iv. **World Rugby:** World Rugby is the global governing body for the sport of rugby. World Rugby's ambition is to grow the game by inspiring and engaging new audiences and players around the world, reflecting the mission to build a stronger connection with fans, players and new audiences worldwide. The organisation has responsibility for the management of several global rugby tournaments including Rugby World Cup, Women's Rugby World Cup, men's and women's Rugby World Cup Sevens, men's and women's Sevens World Series and the U20 World Championship and Trophy. Globally, there are

more than 7.2 million players playing rugby on a regular basis, with 120 member unions managing the game and its development in their respective countries.

The Pass It Back program, which was piloted in Laos in 2013-14 in association with LRF, has been successfully extended to Vietnam. At the time of the review the program is being trialled in the Philippines. The activities of Pass It Back in Laos and Vietnam have primarily informed this review. Further expansion in South East Asia lies at the core of the Pass It Back Action Plan, with an immediate focus on Cambodia, Myanmar and extending efforts in the Philippines.

Pass It Back's principle of pairing sport with life-skills creates a valuable package that led to its success and uptake in the communities in which it operates. Rugby is undergoing rapid expansion globally³ⁱ but is a fledgling sport in the communities in which Pass It Back operates. Choosing a sport outside of those traditionally practiced was a strategic decision. It enables the program to introduce novel norms around the sport that challenge the existing status quo – particularly around gender equity – and closely align with ChildFund Australia's broad goals of promoting children's rights. Furthermore, because there are no existing grassroots rugby programs in Asia there are fewer competitors in the fundraising and profile lifting space.

The organisational structure of Pass It Back was designed when the program was in its pilot phase. It predates the Play It Back Action Plan (2016) as well as the Partnership Agreement between ChildFund Australia, Women Win, Asia Rugby and World Rugby (signed December 2016), both of which envisage significant expansion of the program.

The Pass It Back program is proving to be successful meeting its objective of building sports and life-skills for children and youth. This is evidenced by: its industry-leading safeguarding policy, groundbreaking adoption of first aid training, and the backing of World Rugby and other partners. The Action Plan sets out ambitious goals for program growth. Realising these goals will require changes to the organisational structure of Pass It Back, which in its current form would have difficulty taking the program to scale.

1.2 Purpose of the review

The evaluation will examine three areas of the Pass It Back program:

- A. **Program effectiveness:** To what extent has Pass It Back delivered the outputs and outcomes planned? How can the quality of outcomes be improved moving forward? What evidence is there of program effectiveness in comparison to similar initiatives (both outcome-related and intervention related i.e. Sports for Development)?

³ There are currently more than seven million rugby players worldwide, and this looks set to reach ten million by 2020, with a combination of Olympic exposure and continued investment from World Rugby and some new funding from National Olympic Committees around the world. Global participation in rugby has doubled in less than a decade. (HSBC, Future of Rugby 2016)

- B. **Cost effectiveness and scalability:** To what extent has Pass It Back been cost-effective in delivering outputs and outcomes to date and does the model provide scale-up potential? If possible, assess how the cost of running Pass It Back comparable to other Sports for Development or Life skills programs?
- C. **Partnerships:** To what extent has Pass It Back fully leveraged the value-add of partners and how could partnerships be better leveraged?

The overall purpose of the review is to guide the next stage of program design. Central to this is deciding whether to prioritise a contained or growth model.

This review has been prepared for **ChildFund Australia** staff to inform decisions about how Pass It Back is resourced and structured.

2 METHODOLOGY

This section summarises the review methodology, including key review questions, data collection methods and methodological limitations.

2.1 Key review questions

- The review developed a review plan in accordance with the term of reference supplied by ChildFund Australia. To inform the plan, the reviewer consulted ChildFund Australia program effectiveness manager and Pass It Back secretariat director.
- Review questions were developed. The questions formed the basis for developing the data collection tools used to guide the key informant interviews and FGDs.

2.2 Data Collection and Analysis

The reviewer collected data in 4 main ways:

1. **Reviewing relevant research literature** from around the world on efforts and good practices in using sport as a tool for social change and macro trends in rugby development.
2. **Reviewing program-specific documents**, including program design documents, progress reports, monitoring and evaluation data, financial reports, curricula and previously conducted research, evaluations and case studies.
3. **Conducting KIIs and FGDs** with a broad range of stakeholders. Key information interviews were held as one-on-one telephone, face to face or Skype interviews. FGDs were held face to face in an environment with which the participants are familiar (e.g. school, sports field, meeting room). 36 key informants (Annex E) were interviewed and 69 people (Annex F) took part in focus groups.
4. **Observing** afternoon Pass It Back activities for school-aged children in Nonghet, Laos

Qualitative data emerging from interviews were captured through selective transcription of quotes from participants. These data were organised in a matrix centred on the key review questions. In order to address the gaps, the line of questioning was prioritised for the remaining sessions. The review tapped into multiple sources of information and used all relevant information to triangulate fieldwork findings whenever possible.

2.3 Limitations

The assessment of effectiveness should be viewed in light of these limitations:

- Analysis was based on evidence from documentation and interviews. Where appropriate, quantitative data provided by program implementers was used to triangulate field trip findings. Limited quantitative data was gathered during the review, which focused on key informant interviews. As such, the analysis is primarily qualitative in nature.

- There were few opportunities to observe Pass It Back activities however comprehensive coach journal entries and monitoring processes provided detailed information about activities.
- Greater perspective may have been gained by interviewing a broader range of key informants including individuals from ChildFund who oversee other ChildFund projects.
- The new Pass It Back action plan was documented in 2016. Although the action plan was shaped around existing activities that, there was a short amount of time for the secretariat and partners to address some operational areas.

3 PROGRAM EFFECTIVENESS

3.1 PASS IT BACK ACTIVITIES

Pass It Back is made up of three projects funded by a mix of grant funding from the Australian Non- Government Organisation Cooperation Program (ANCP) and funds raised by Child Fund Australia. A fourth project, initiating Pass It Back in the Philippines and running the Laos-Vietnam Pass It Back Cup (RO01-002), is funded by the Department of Foreign Affairs and Trade's (DFAT) Asian Sports Partnerships program. At the time of reporting this program is in the early stages of development and will be referenced in this document only when it is relevant.

The project titled Safeguarding and Inclusion in Sport (RO01-001) is run from August 2016 to December 2018. The project has three objectives:

1. To improve NGB safeguarding practices across key identified partners (with a focus on developing National Governing Bodies in developing countries) to achieve defined minimum standards.
2. To assist the regional governing body to improve gender inclusion policy and practice for its member unions.
3. To produce an evidence-based model for improving safeguarding in sport at scale.

The project titled Pass It Back; Sport for Development in Laos and Vietnam (LA02-013) is run from January 2015 to June 2017. This project is part of LA02 Community Voices and VN03 Child Participation and Rights. The objectives of this project are:

1. To develop a framework for a regional Sport for Development initiative to promote gender equity and sustainable economic empowerment for girls, boys, young women and young men.
2. To build a cadre of coaches who are role models in Laos and Vietnam who promote gender equity and sustainable economic empowerment through sport for girls, boys, young women and young men.
3. To build sports and life skills in children and youth that promotes gender equity and sustainable economic empowerment for girls, boys, young women and young men.
4. To evaluate and further develop the framework for replication and scale⁴.

As these projects are novel, there were many unknown factors in the design and first round of implementation. Minor adjustments were made to the predicted numbers and timing of some of

⁴To avoid repetition and disconnection, the impact of activities that contribute to objective is discussion in Section 3.2 Pass It Back Structure. The impact of activities that contribute to objective one, output 1.1. and output 1.3 are discussed in Section 5. Partnerships

the activities and reallocation of small amounts of funds. The activities undertaken to meet these objectives have either met or exceeded the performance indicators. This progress is outlined in detail in the project reports that have been reviewed and accepted by ChildFund Australia.

This progress as well as the impact in relation to a broader range of outcome areas is discussed below⁵. This has been integrated with the questions outlined in the terms of references as well as recurring questions from the KIIIs.

3.1.1 Pass It Back framework

Sport and life skills

“We say you learn the values by playing the sport. This puts life skills first and rugby is the game that holds it together.” Respondent, Rugby National Governing Body

Sport for development is rooted in the recognition that sport has unique attributes that enable it to contribute to development processes⁶. Sport’s popularity, its capacity as a communication platform, its potential to set the foundation for healthy child development and its ability to connect people, make it a development tool that can be used to meet a range of objectives.

The sport experience needs to be created to intentionally bring about change in specific areas. Pass it Back does this by enforcing 50% gender split for coaches and players, providing a micro environment for support and mentoring from a caring older person (2 coaches for 10-15 players), creating a safe space, giving young people a chance to become physically stronger and healthier. Pass It Back connects peers for social support where they can learn to challenge norms and stereotypes while being encouraged by positive role models. It provides a chance for young people to learn about their capabilities and showcase these capabilities to the community.

The Pass It Back life skills curriculum provides a strong framework that both underpins and drives these activities. More inquiry is needed to determine the degree to which the results are connected to the existence of a high quality sports product that includes well trained coaches, new opportunities, social connection, mastery of new skills versus the role of the formal life skills components and which results are connect to the life skills curriculum.

Understanding the connection between the sport activity and curriculum will give insight into scalable models as well as elements that need to be included in Pass It Back *Plus* to ensure ongoing development. In the meantime, the life skills curriculum paired with the sport product and process integrating and reinforcing elements of learning in the curriculum is a durable product.

⁵ Ibid.

⁶ Right to Play, 2008

3.1.2 Pass It Back Curriculum

The curriculum uses interactive and student-centred learning approaches. Most sessions are play-based and conducted on the rugby field. This aims to improve rugby skills and create life skills learning opportunities.

The life skills component of the curriculum draws on the *Goal* program curriculum that is supported by Women Win. It covers health, communication, understanding gender, and rights, accessing resources and planning for the future. It is paired with World Rugby's "Get Into Rugby" program, an entry level, no or low contact tag rugby activity. Rugby and life skills content are packaged to connect with one of the five rugby values. The curriculum has 32 modules. A 16 module version of the curriculum is being trialled in the Philippines and in Laos' capital, Vientiane⁷. The section demonstrates that the curriculum is connected effectively to the changes in behaviour attitudes, knowledge and skills.

Two areas of inquiry related to the curriculum emerged during the KIs. They are:

1. *Does the 32-module curriculum need to be maintained or can a curriculum with fewer modules to be used to achieve a similar impact?*

The aspects influencing Pass It Back's ability to scale are outlined in Section 1. There are two aspects that are specifically related to the curriculum. One of these aspects is that a 32-module curriculum draws heavily on Pass It Back resources making it difficult to both go to scale and manage programs costs. The other aspect is that not all partner organisations will be interested in all modules of the curriculum because not all aspects are aligned with the funder priorities.

By way of comparison, the Oceania Football Confederation's Just Play program, a large-scale soccer program in the Pacific Islands has recently altered its curriculum from 32 modules to 4 sets of 8 modules⁸. This is to comply with school semesters and encourage players to adopt the program over a longer period of time. The director of Just Play commented that this format has not significantly altered the impact of the program because it is offset by stronger links to the football federation, which support additional engagement. In contrast, the director of impact at Magic Bus, a India based organisation that easily achieves scale due to working in highly populated locations has determined that at least 2 hours of contact per week for 40 weeks of the year is required to impact behavioural areas.

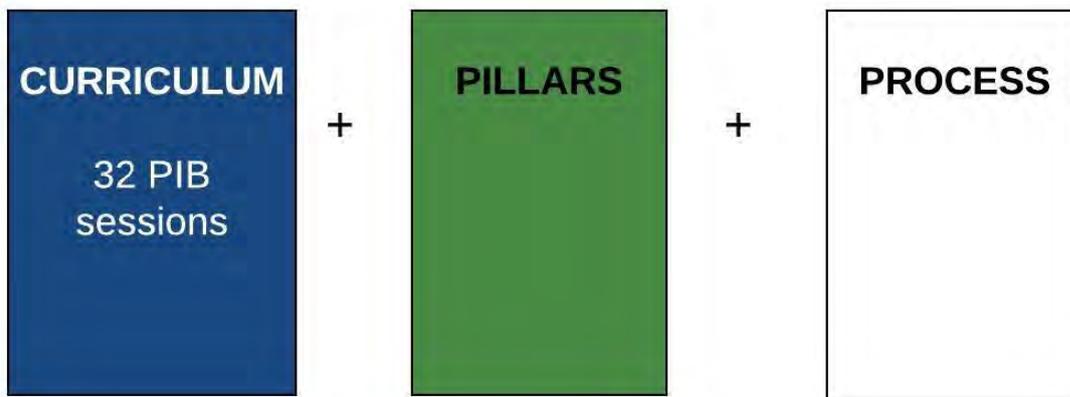
⁷This project is funded by DFAT's Asia Sports Partnerships Grants and implemented in a partnership between ChildFund Japan, ChildFund Philippines, Philippines Rugby Football Union and the Pass It Back secretariat. An application has been submitted to Japan International Cooperation agency (JICA) for new funding of up to USD 800 000 over 3 years and the program's continuation will be dependent upon this application being successful. Although it is at the beginning stages, opportunities identified include corporate sponsorship, integrating into the education curriculum and connecting with established clubs. There is potential for this relationship to be enhanced by the association with Japan Rugby Football Union.

⁸ 251 850 children (47% girls) have been part of Just Play since 2009. 4338 teachers (46% female) teachers in 8 countries are trained to deliver Just Play. There are approximately 80 000 active Just play participants at any time.

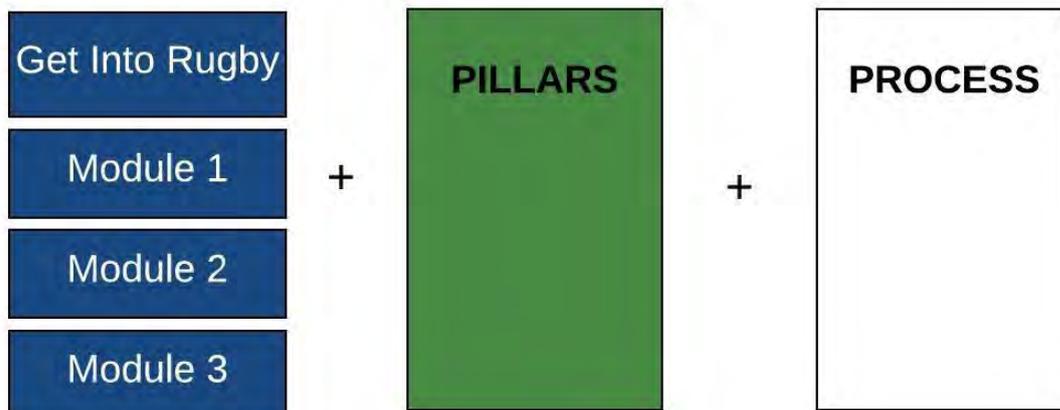
In most situations, the best impact is achieved when there is the maximum number of contact points for the longest period of time to the point where interest fades or the activity conflicts with other priorities. Contact points do not need to be curriculum/a but need to reinforce and promote the values and behaviours of the program. In all cases, the commitment to the curriculum needs to be considered in the context of the other sport, school and home influences in the player's lives.

Three models for the curriculum that were raised by key informants in the evaluation are outlined in Figure 6-1. In these options, the pillars refer to the key components of Pass It Back. These could include safeguarding activities, first aid and organisational gender equity contributions. 'Process' refers to Pass It Back's ways of doing things that draw a positive result. This includes coach selection, gender quotas and training for monitoring and evaluation. Recommendations for the use of these formats is discussed in Section 6.

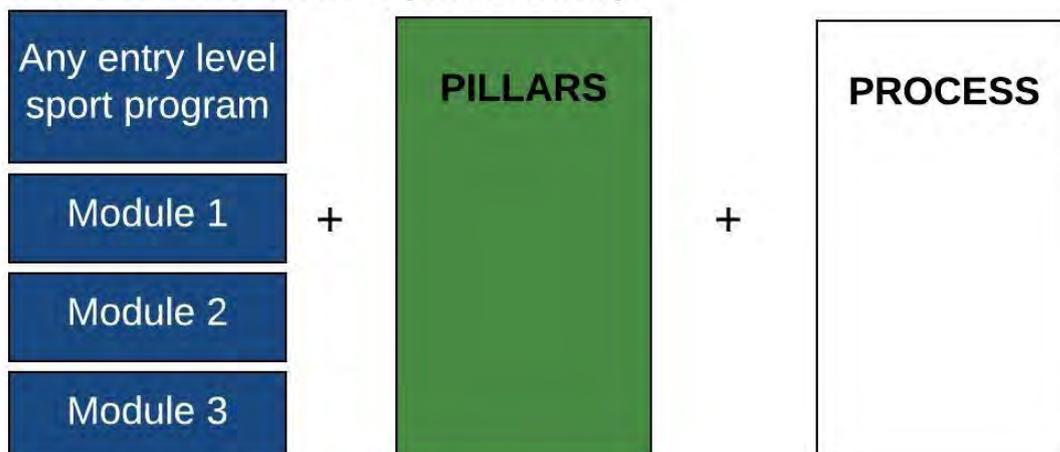
Pass It Back BLUE



Pass It Back GREEN



Pass It Back WHITE (unbranded)



2. *Is rugby a vital part of the curriculum or could the same results be achieved by using other sports?*

The sport selection is just one component of creating a program that contributes to social change outcomes. Every sport has different attributes and limitations. The illustration below highlights the relative importance of sport selection compared with other elements of a program for impact.

Figure 3-1: Illustration of the relative importance of program elements



If all other things were equal, it is possible that a version of Pass It Back could be used with another sport. Right now, there are 3 reasons why rugby is preferred sport in this situation.

1. In Laos, Vietnam and some other Asian countries, rugby does not currently come with a culture or social connotations because it is not yet played prolifically. This means the sport can be constructed to be safe, gender equitable and a commitment to rugby values can be integrated throughout the NGB. In the FGDs, female players indicated they were unlikely to play soccer because it is a boy's game yet had no reservations about taking part in rugby. This value is unlikely to hold when Pass It Back is introduced in countries where rugby is already popular.
2. All sports have attributes. Some attributes align more readily with particular social change outcomes. Research in established rugby communities⁹ indicates that physicality and considered risk taking may promote solidarity and confidence to try new things.
3. The 2019 Rugby World Cup will be the first Rugby World Cup to be hosted in Asia. This event will be preceded by the Women's World Cup in 2017, the Asian Games in 2018 and followed by the Olympics in 2020 (also in Japan). These events are coupled with World Rugby's increasing interest in player welfare, increasing the number of females in the game and supporting Asia nations to promote the game¹⁰.

⁹ University of the South Pacific, (2016), Evolution of the Women's Game: Behaviour change research commissioned by Oceania Rugby to investigate the barriers, opportunities and motivations related to women's participation in rugby in established rugby environments.

¹⁰ World Rugby Strategy Plan 2015 – 2020 <http://www.worldrugby.org/strategic-plan>

3.1.3 Recommendations related to the Pass It Back Framework

1. The Pass It Back secretariat could undertake a whole-of-program analysis to determine the connection between elements of the Pass It Back and the changes intended. This could reveal elements (contact points) that need to be included if the program is scaled. Curriculum content will be one part of the behaviour change activities.
2. Consider creating a series of 8-module curricula packages for use in a range of circumstances. Players will also access many other reinforcing contact points that connect to the behaviour change support the rugby and life skills learnt in the curricula.
3. Convert the curriculum to a digital format that can be easily manipulated and accessed.
4. The focus on using rugby is retained until the Pass It Back secretariat has thoroughly explored business opportunities and potential for scale that are related to the macro rugby trends in Asia. If these opportunities remain unrealised then there is a case for exploring links to other established sport or community development programs that have high-level partnering and development capacity.
5. Safeguarding and Inclusion project: This project is an important example of how Pass It Back can support a core NGB objective in the event Pass It Back goes to scale. If the program is contained then this work must be considered a lower priority for investment in these locations. ChildFund's commitment to this work could be revised should the nature of World or Asia Rugby evolve, or there is greater World Rugby driven advocacy for Pass It Back in new countries.

3.1.4 Impact of Pass It Back for Coaches and Players

Resilience

The following aspects of Pass It Back contribute to building resilience¹¹:

- Positive community environment both within the team and as part of a broader Pass It Back "family".
- Stronger and more diverse networks.
- Valued social roles in the community.
- Relationships with mentors.
- Experiencing success and losses in a supportive environment and,

¹¹ From: Pass It Back and Resilience. This is an internal use paper that builds on the connection links between ChildFund's resilience agenda and Pass It Back.

- Opportunity to master new skills includes social skills (leading, managing a disagreement, meeting new people).

Separate to this evaluation, quantitative data were collected from a sample size of 588 players (359 from Laos, and 229 from Vietnam), with the baseline and endline survey taking part after 32 sessions (6 months) of Pass It Back. Elements of these data are incorporated in the discussions below. Packaged a different way, these elements also lead to:

- Self-efficacy (I can learn new things, I can look after myself. I can do it).
- Self-worth (I have dignity, I am respected, I believe I am of value, I am not discriminated against. I am valued).
- Social competence (I can work well with others, seek and receive help. I can seek support).
- Sense of purpose (I am hopeful, I can contribute, my life has meaning. My life is worth living).

Gender Inclusion

“Only in Laos is the girls’ participation bigger than the boys.” Respondent, Asia Rugby

“It also brings the cross cutting issues of gender. It can inform both boys and girls on the game. That is very different from all the other sports.” Respondent, ChildFund Vietnam

Pass It Back’s commitment to gender equity is one of the most authentic and far reaching in mixed gender sport for development activities. Pass It Back has a requirement for 50% of the participants to be female. The program has fulfilled this ambition with 52% of participants being female. 56% of coaches in Vietnam are female and 53% of coaches in Laos are female. Most project officers who are ambassadors for the program are also female.

There is some evidence that Pass It Back is contributing to new attitudes for gender roles in leadership. In the FGDs, every coach and player believed that girls should be able to play rugby as frequently as boys should. Male players indicated that they had no preference as to whether they are coached by a man or a woman. This is a unique response in a sport that is usually strongly gender normed in other countries. The quantitative data indicated an increase of 16% in the number of players who strongly disagree boys and men are better leaders than girls and women after just 6 months of Pass It Back.

There was a positive increase in players who positively responded to the idea of equal opportunities for boys and girls across both countries. This is linked to the positive content that is delivered around gender equity and the structure of the activities. 16% more players strongly agreed girls should be able to stay in school as long as boys do. In terms of learning from the curriculum, 87% of players acknowledged that they either learnt a lot (38%) or learnt a little (49%) from ‘discussions about boys and girls’, with only 10% of players not remembering or not learning.

Female coaches in the FGDs frequently told stories of change that were connected with an increase in confidence and leadership ability.

"I am so confident and feel much stronger. I was very quiet before and now I am so talkative. I am stronger physically." Female coach aged 21, Kim Boi

"I have grown taller! Really. I have grown taller! My health was so bad before and now I am strong." Female coach, aged 28 Kim Boi

Excerpt from Pass It Back case study – May Yang, bronze coach, 16 year old female from Nonghet, Laos

May is fortunate in that her family are supporting her decision to become a Pass It Back coach; her older brother has even offered to drive her to Nonghet so that she can attend monthly coach meetings. The drive takes over an hour by motorbike, and even longer in the wet season. However, some girls in May's village are not allowed to take such an opportunity. During the training camp, May and the other coaches spent time learning about gender and rights, and how to facilitate sessions that introduce these subjects to their players. The topics had particular relevance for May, because in her village some girls are not allowed to continue their study, to enjoy their right to an education and to realise their full potential. When asked what she would do if a (female) player was not allowed to train with her, she said she would go on her own to talk with the parents to explain the benefits of participating. If that didn't work, then she said she would try again with her coaching partner, after that, she feels that she would have to leave it there. Changing peoples' ideas takes time.

Strategic partner, Women Win, provides valuable services to the development of the program. Their skills in facilitating coach training, advising on gender equitable strategies and supporting monitoring have helped shape this result.

These achievements are in line with Asia Rugby's ambitions to bring more women into the game and demonstrate a valuable methodology for how this can be done authentically. *"It's opened up people's eyes to give equal opportunities to men and women. It's been emphasised to us."* Respondent, Rugby National Governing Body. This also correlates with Asia rugby's appreciation of Pass It Back representatives' contribution to the development of a of a gender inclusion sub-committee, under the Asia Rugby Women's Rugby Committee (first meeting planned in April 2017).

Critical to the inclusion of girls and young women in sport, is the provision of safe spaces¹². Actions related to creating safe spaces are detailed in the section below.

¹² Brady, M. (2005) Creating Safe Spaces and Building Social Assets For Young Women In The Developing World: A New Role For Sport. Women's Studies Quarterly 2005, vol.33, no.1&2, pp. 44-45.

3.1.5 Safeguarding and Inclusion in Sport

This work builds on ChildFund's existing engagement as a pioneer organisation for the UNICEF-led International Safeguards for Children in Sport standards. The catalyst for these safeguards in 2012 was the recognition that NGBs and sports providers have generally not taken significant steps to ensure the physical and emotional safety of children participating and that sport has been resistant to dealing with children's rights around protection¹³.

Advocacy at the global level by a range of stakeholders resulted in World Rugby recently including the International Safeguards for Children in Sport and the Convention on the Rights of the Child on their Get Into Rugby¹⁴ website. The references to these resources are positive however few steps have been taken to date to ensure that rugby NGBs are provided with support to practically implement the safeguards¹⁵.

Pass It Back is piloting a project called Safeguarding and Inclusion in Sport (RO01-001). This project started in September 2017 and includes policy and practical components.

This program was newly established at the time of the evaluation however some critical progress had been made. This includes:

- 22 Asia Rugby Member Unions, Asia Rugby, World Rugby and 1 observer took part in a self-assessment process during the Asia Rugby Growing the Game Conference in September 2016. A representative from Asia Rugby indicated that the approach used helped "open a lot of people's eyes." LRF members' contribution to peer-to-peer learning processes with other unions is acknowledged by Asia Rugby. It is also noted by an Asia Rugby respondent "*putting procedures in practice is the new challenge.*"
- The Pass It Back secretariat Project Officer works directly with one male and one female focal point in each NGB and the program includes education and policy development activities. The safeguarding project is targeted at 6 Rugby national governing bodies - Nepal, Pakistan, Bangladesh, the Philippines, Laos and Indonesia – and also in Vietnam where there is not yet a national governing body. So far, new activities have been adopted in Laos and Vietnam and piloted in the Philippines and Indonesia.
- LRF's leadership as the first rugby union in Asia to both adopt and comprehensively implement a safe guarding policy is widely recognised by other NGBs in Asia and other regions.

¹³ Brackenridge, C., Kay, T. and Rhind, D. (2012). Sport, Children's Rights and Violence Prevention. Brunel University, London.

¹⁴ Get Into Rugby is World Rugby's global mass participation program (see here for more information).

¹⁵ Existing relevant content includes content to support safer practices for coaches who work with young people (referencing the UN Convention of the Rights of Child and the UNICEF-led Safeguards for Children in Sport), instructions on handling different age groups in refereeing education content, coaching advice and codes on conduct and instructions on becoming a good match official.

There is consensus between Asia Rugby and World Rugby that despite this not being an area of influence historically, there is a growing responsibility for sports organisations to consider the safety and wellbeing of their participants. To this end, there have been efforts by the strategic partners to support Asia Rugby to include wording to this effect in its policy. An amendment to Asia Rugby's policy was tabled at the executive committee meetings in Bangkok on 18 February 2017. The amendment was not passed due to its specific wording and it has been referred to World Rugby¹⁶.

This work is part of an important alignment between Pass It Back activities and rugby infrastructure. However, in four out of the seven countries there are not yet Pass It Back activities.

"We had no child protection policies in place before. It has been educational to understand the importance of protecting our children. If they have a negative experience... Well – that is the opposite of what we want." Respondent, Rugby National Governing Body

How Pass It Back activities contribute to safeguarding

"I help make the players feel more confident and it is also the same for me. I want the players to be more open with me." Male coach, Silver level Kim Boi

The understanding of safeguarding at a program level in Vietnam and Laos is entrenched. There was an increase from 70% to 81% of players who stated 'I know a place to get support' after 6 months. There was also an increase from 70% to 76% of players who stated 'I know a safe place' after 6 months. Those who believed that 'I can ask other people for support' increased from 21% to 38% between baseline and endline surveys. Similarly, 86% learnt a lot (43%) or a little (43%) from their discussions around children's rights.

During the FGDs, one male coach in Vietnam (aged 19) described the impact *"I know what to do to keep children safe. Not just on the rugby field but when I see something anywhere. I can tell them how to report it and what to do next."* Another female coach in Vietnam noted *"I better understand the young children. When they trust me they can share with me."* There were some suggestions to broaden the safeguarding training to included respect for diversity including Lesbian, Gay, Bisexual, Transgender, Queer and Intersex communities.

First Aid

"I had never known skills in first aid before but now I can apply them not only for players but for my family." Male Bronze level Coach, Kim Boi

¹⁶ World Rugby has previously recommended that the member unions consider applying safeguarding policies however it is the responsibility of the Union and Regional Association to determine how these are used. This is referenced in a Communique from World Rugby 21 December 2016

Although safeguarding children and first aid are different entities, they often are part of the same conversation when it comes to World Rugby's priority area: player welfare. The challenge facing rugby providers is that World Rugby's recommendations are inconsistent with the resources and local capacity that are available in many less developed locations. *"World Rugby's player welfare model is directed at tier 1 countries. If we are going to make truly a global game then there is a very big need to have a model that that works for other countries. Pass It Back is a bottom up approach."* Respondent, Asia Rugby

Including first aid in coach training is an asset for Pass It Back that fulfils a significant need for rugby activities as well as the communities within which they take place.

Some major aspects include:

- Laos and Vietnam are the only countries in Asia where people who are trained in first aid attend all training sessions and games from grassroots to elite levels. In other Asian countries, it is common for people trained in first aid to only attend elite games.
- Young people who know first aid in each community are able to contribute to other emergency situations including motorbike accidents and domestic incidents. Often this is the only medical assistance available. Pass It Back coaches have the chance to practice first aid procedures regularly and become more skilled. Some examples of this are examined in Annex D.
- In the FGDs, some coaches reported that parents are more willing to support children's participation in Pass It Back when they know coaches have invested in looking after their wellbeing.
- In the FGDs some coaches valued having first aid skills as being an asset that distinguishes them from other people in the community and may be connected to better training or employment prospects in the future.
- The coach trainers indicated that learning first aid invited coaches to access a level of knowledge that they thought would be beyond their capacity- thereby opening their minds up to other things they can learn.
- Pass It Back's courses are some of the first to have incorporated a unique play-based approach. This approach has support from Asia Rugby's medical committee.

Project Officers can be charged with overseeing up to 40 mostly young coaches at a time. They are closely connected with this group of people and can be the first to identify significant mental health problems. One Project Officer suggested training in mental health first aid, especially in addressing mental health issues that are revealed by players on social media would be useful. This is being considered for the second iteration of Pass It Back's First Aid training structure.

There is an opportunity for Asia Rugby to adopt elements from Pass It Back's first aid coach training structure and processes as part of their broader player welfare strategy.

3.1.6 Planning for the future

The connection between Pass It Back activities and planning for the future was positive though weaker than other areas. This could be due to the earlier stages of the program meaning people have not had a chance to see how being a Pass It Back coach or player contributes to future

activities. It may also simply mean that other parts of the program were a greater priority or had stronger impact.

The quantitative data indicated 74% of players acknowledged that they were able to learn a lot (35%) or a little (39%) from discussions on careers and saving. There was positive change from 38% to 48% in players' responses to the belief that 'one day I will get a job' between the baseline and endline surveys. Similarly, players who stated that 'I have a personal goal' increased from 88% to 93%. During the FGDs, male and female players frequently mentioned that future ambitions connected to Pass It Back including meeting people from new places, travelling to new places and becoming a coach.

The results of the qualitative data from the coaches journals has not yet been compiled however discussions in the FGDs indicated that a small number of coaches connected the skills they were learning and the profile they were gaining with more opportunities to get a job in the future.

"I want to be known for more than just doing one thing. I am student and I am also a Pass It Back coach." Male coach, Vietnam

3.1.7 Connection to community

Pass It Back provides the opportunity for young people to increase and strengthen both bonding and bridging connections. Coaches develop a strong local network to deliver the Pass It Back curriculum whilst also having the opportunity to work with coaches from other locations in-country and internationally. Players develop strong networks within their teams and through competitions and other events, come together to build strong links with other teams nationally and internationally. The opportunity to expand the sense of community to include people from other schools, villages and sometimes countries is highly valued by the players, coaches and gatekeepers in the FGDs.

Pass It Back players also said that taking part in the program has helped them develop a stronger connection with people outside the Pass It Back community. For example, a female player in Nonghet mentioned that her teacher would talk to her about the program. She said this gave her confidence to speak up more in class.

Players, coaches and gatekeepers in Kim Boi believed the connection between Pass It Back and parents could be improved. They mentioned that parents and other family members were reluctant to spectate because they didn't understand the sport. The same players also said they felt their parents and extended family were proud of them because they would ask about the results of the games.

The community is not just the physical community. Players, coaches and project officers interact regularly on Facebook and WhatsApp groups. These are set up to organise logistics but have evolved into a way to show support for each other. This is especially clear when coaches submit their journal stories and get immediate feedback from others.

Players who strongly agreed that 'I admire someone in my community' demonstrated a positive change from 32% to 43% between baseline and endline. Similarly, those who strongly agreed that 'I listen to other people's ideas' increased from 19% to 34% over a 6 month period.

Excerpt from Pass It Back case study – Dong, 15 year old female player from Kim Boi, Vietnam

Dong is now captain of her team, and she spoke to some length about how important passion, solidarity and respect are to playing in a team. “It helps us to be close to one another, and to share and learn from each other... [we often] joke and tease each other ... but] we also learn from each other”. Before she joined Pass It Back, Dong said that she did not value solidarity, “but now I think it is the most important thing... it binds us together, as a team, as friends”. Dong has also made friends with players from other teams; she told us of one new friend whom she has had the opportunity to visit. She attributed these new friendships to playing sport. “Before, I was very shy, I was scared to meet new friends. Now I am more confident. I think playing sport made me more confident, and it also [gave me the opportunity to] play with many friends.”

3.1.8 Transfer of skills

“We have seen remarkable changes in my son. He is more active and more organised. Children in the community spend less time playing games and drinking beer and more time playing rugby” Father, Kim Boi

Before starting Pass It Back, 38% of players identified ‘to learn new skills’ as their main reason for joining Pass It Back, whilst upon reflection after 6 months, only 4% identified this as the main reason that they joined. The number who identified ‘to play sports’ as the main reason to be involved in Pass It Back was lower and went down from 25% to 19%. This would suggest that Pass It Back players are attributing great value in their ability to learn new things through attending integrated Sport for Development sessions. Those who strongly agreed that ‘I am proud of my skills and talent’ shift from 31% to 43% across the 6 months.

The quantitative data revealed knowledge of rugby values – respect, solidarity, integrity, excellence and discipline - has increased by 61%. More importantly, in the FGDs every coach and player could describe 3 to 5 actions that demonstrate specific rugby values. For example, players could state that respect would mean listening to other people when they are talking, shaking the opposition’s hand, learning how to greet someone in their own language and making an effort to include people and make them feel welcome. The majority of FGD participants cited actions related to *respect* and *solidarity* as being the most significant personal change from the Pass It Back program.

Example of a coach journal entry: Male Coach (Vietnam)

There is an emotional boy in my team, his name is Q. During training, I saw Q crying. I asked: “Why are you crying? What happened?” He said: “The other boys keep on teasing and calling me ‘cry-baby! cry-baby!’” I tried to calm him, and gathered all players and said: “We are teammates, why did you do that? Name-calling is really mean and selfish. Is there anyone who remembers the 5 rugby values?” All of them replied: “Yes! Yes!”, and they listed the values. Then I said: “It seems like all of us remember them, but did you guys respect Q? Did you show solidarity as you teased Q?” Then the other boys understood and immediately said sorry to Q. Q stopped crying, and re-joined the session with the team.

The potential of Pass It Back to impart new transferable skills is possibly more relevant for the coaches who learn a wider range of new skills. One key informant from the Pass It Back

secretariat mentioned learning first aid not only helped coaches develop a new skill set but also challenged them to reconsider their perception of their capacity for learning and development in a wide range of areas. The structure of Pass It Back means there is a chance to learn skills but also practise them regularly. There are plans to expand this in the future by giving coaches a chance to specialise in areas such monitoring, coaching, officiating and training others.

There is also some indication that coaches develop skills by implementing core components of the program. Elements like organising groups, negotiating conflicts, speaking to a group, leading, are all skills that are practised regularly in the context of Pass It Back and are possibly applied in other parts of life. For example, one male silver level coach in Vietnam noted that he was very nervous the first time she managed a coaching session but has now learnt to manage groups of people easily. Another example noted by the review is the differences between the capacity of the bronze and silver coaches to reflect and analyse changes when responding to questions and this may be due having more practice in the using these processes during monitoring activities.

Excerpt for Pass It Back case study – Noy, 17 year old female coach in Vientiane, Laos

In order to become a coach, Noy participated in an intensive training course on how to deliver the Pass It Back curriculum. Her feelings during the training were quite mixed, and as she reflected, “I was very nervous. Becoming a rugby coach at such a young age, and at my education-level, felt odd to me. I also found it quite a challenge coming to terms with being responsible for training so many players. During the training, I learned how to coach tag rugby and life skills by learning and applying the Pass It Back curriculum. Learning tag rugby is fundamental to understanding Pass It Back, which consists of the skills of playing, the rules of playing, and the values of being a player, of which there are five: solidarity, respect, passion, discipline and integrity. I was also taught how to transfer and develop new knowledge and various life skills to players, such as how to be a leader, gender equality, saving money for the future, and planning and setting goals. I also learned how to provide first-aid in case of any accidents during my trainings.”

3.1.9 Leadership

The coach training, mentoring and management is an essential element of Pass It Back and requires considerable investment. The quality and sustainability of all activities depend on the quality of the coaches. The coaches development process not only gives teenagers and young adults a chance to develop and use news skills sets, it can change the way they see themselves and the way they perceive their value to the community. 39 (22 female) coaches are trained in Vietnam and 95 (51 female) coaches are trained in Laos. They have skills in sport coaching, running life skills sessions, event management, first aid as well as negotiation, communication, speaking to groups and problem solving.

During the FGDs, male coaches discussed how they valued being able to contribute to the community and also being “seen as someone” by community members. Female coaches noted they value the aspects of Pass It Back that helped them develop more confidence and opened their mind about what kind of people are entitled to enter leadership positions.

“Another part I like very much is the leadership skills. I have never trained and learned like that. The interesting part I learnt about leadership is anyone can be a leader. Forget your status. Forget your appearance. I used to think that I couldn’t be a leader but then I learnt I could become confident.” Female coach, Kim Boi

Perhaps the most important aspect is the chance for young people to not just learn about leadership but to have the chance practice being leaders. Coaches not only manage and facilitate opportunities for 15 children to take part in Pass It Back activities; they also manage events that are visible to the rest of the community. This gives people a chance to view the coaches’ broad capabilities. In a journal entry, a female coach explains, *“I was very happy to have the opportunity to teach tag rugby to the CEO of ChildFund Australia and to three of the board members. It was exciting, but scary too; because they are important people and I was worried that I would teach something the wrong way. However, I was very proud to be able to show them that I am a leader and that I have capacities [as a coach].”*

None of this data aligns with the quantitative results. In Laos, 84% of players agreed or strongly agreed with the statement “I am a leader” before starting Pass It Back. Only 43% of players who agreed or strongly agreed with the same statement after 6 months of Pass It Back. This result may be because participants gained a better understanding of what it takes to be a leader or there is a problem with the wording of the question. When it came to being a leader, 76% had learned new things, with 32% learning a lot and 44% learning a little.

3.1.10 Recommendations

1. Safeguarding and Inclusion project: This project is an important example of how Pass It Back can support a core NGB objective in the event Pass It Back goes to scale. If the program is contained this work must therefore be considered a lower priority for investment in these locations. ChildFund’s commitment to this work could be revised should the nature of World or Asia Rugby evolve, or there is greater World Rugby driven advocacy for Pass It Back in new countries.
2. First Aid: Collaboration with Asia Rugby should be maintained and the Pass It Back secretariat could consider including mental health first aid in the training structure.
3. Leadership: Many opportunities should be created during training to ease coaches into developing this confidence and reinforcing in coach meetings and other sessions. Opportunities for young people, especially females, to showcase their leadership skills at festivals and other events should be maintained or increased
4. Transfer of skills: Pass It Back helps coaches and players develop a range of general and specific skills. It would be useful to audit the skills coaches are most interested exploring, providing a way to develop these skills and ensuring links to the skills are clear to coaches and players as well as gatekeepers. This may require a partnership with specific providers.
5. Connection to the community: The program needs to create opportunities for the wider community including parents and extended family to experience Pass It Back. Additionally, parents should be able to meet the coaches and the two groups should be

able to share information. This could be during coach meetings; come-and-try days connected to festivals or before each program begins.

6. Pass It Back could consider creating a sponsored boot library in places where it is difficult to access or purchase shoes and surface is rocky and hard.

A full list of recommendations outlined by coaches, players and gatekeepers during the FGDs are detailed in Annex I.

3.2 PASS IT BACK PROGRAM STRUCTURE

The Pass It Action Plan gives general guidance for the program from 2016 to 2020. This document is reviewed every 12 months by the steering committee to ensure it responds to the operational realities in a fast changing program environment. The following discussion responds to key areas of this action plan.

3.2.1 Program Quality, Reach and Scale

Rigour is central to the Pass It Back program. One of the biggest challenges faced by Pass It Back is that of balancing impact and scale. The elements of the implementation model that relate to this are:

3.2.2 Program Quality

Curriculum development

The Pass It Back curriculum structure is discussed in detail in Section 3.1.

The Pass It Back secretariat identified improvements to the curriculum following its review at a multi-stakeholder meeting in Hanoi, Vietnam from 27 February to 3 March 2017. The Pass It Back secretariat also recognises the benefits that digitalising the program would have in supporting its scale up agenda. However, further progress is dependent on securing funding.

Monitoring and Evaluation

This independent evaluation is one component that informs the next stage of program development.

The monitoring process for the program is thorough and involves a range of qualitative and quantitative measures. It is designed to provide an in depth analysis of the program's impact.

Data is collected at registration, baseline date, endline date, and 6-month follow up. In addition, coaches keep a monthly journal that they share electronically, receiving instant feedback from peers and Project Officers. Case studies and most significant change stories are compiled regularly. The process of collecting this data contributes to the structure of the program as well as the skill development in individuals. For example, some coaches mentioned they are more confident in writing, following instructions and expressing themselves due to the need to do this frequently in the monitoring and evaluation process.

Pass It Back uses an evaluation framework made up of indicators that measure changes in behaviour, attitude, condition, knowledge and status. This is sourced from a strategic partner, Women Win¹⁷.

Salesforce is a cloud database system used by Women Win and their partner organisations to manage data from collection to analysis and reporting. The Pass It Back secretariat builds capacity of Project Officers to use the database through workshops and one on one support. The database is considered fit for purpose. The limitation of this database is that the Pass It Back secretariat needs to rely on Women Win to make changes to the backend of the database and that can be an inefficient process.

Key informants from both rugby strategic partners and ChildFund highlighted the quality of the monitoring and evaluation processes, mentioning there are elements of the monitoring and evaluation system that could be explored in more detail for use in other areas of their own programming.

At the same time, the monitoring and evaluation system is difficult to scale due to the inputs that are required to maintain quality. A monitoring and evaluation review is scheduled for March 2017. The review will consider ways to streamline information gathering to make the monitoring process less cumbersome and increase compliance.

3.2.3 Reach and Scale

There are three approaches to increasing the reach and scale of the program. These are:

1. Expanding current programs in Laos and Vietnam and continuing activities in the Philippines¹⁸,

¹⁷ Women Win defines the B.A.C.K.S. as representing changes in: **Behaviour:** The way in which one acts, especially towards others.

Attitude: A settled way of thinking or feeling - a point of view - that shows a person's sense of self and values (attitudes inform behaviour).

Condition: The state of a person against a specific situation, context or circumstance which affects the way in which people live (for example, conflict, vulnerability, safety).

Knowledge: The facts, information and skills a person acquires through experience or education. **Status:** A position in a community – the way others perceive you, or label you based on personal and particular characteristics.

¹⁸ A 16-session version of Pass It Back is currently being trialled in the Philippines. This is funded by DFAT's Asia Sports Partnerships Grants and implemented in a partnership between ChildFund Japan, ChildFund Philippines, Philippines Rugby Football Union and the Pass It Back secretariat. An application has been submitted to JICA for new funding of up to USD 800 000 over 3 years and the program's continuation will be dependent upon this application being successful. Although it is at the beginning stages, opportunities identified include corporate sponsorship, integrating into the education curriculum and connecting with established clubs. There is potential for this relationship to be enhanced by the association with Japan Rugby Football Union.

2. Implementing Pass It Back in new locations including via ChildFund countries in Asia (Cambodia and Myanmar) and in other regions and,
3. New countries with new partners in response to new funding opportunities.

Some promising activities have been underway that position Pass It Back for scale. These are:

- Confirmation of a strategic partnership between ChildFund Australia, World Rugby, Women Win and Asia Rugby.
- Existence of a high quality curriculum that comprehensively integrates life skills, rugby values and core elements of sport development
- Pass It Back secretariat staff understand how elements like first aid and safeguarding and gender equity capacity building contribute to program outcomes.
- Existence of a monitoring and evaluation process that measures impact and contributes to elements of program development.
- Two years experience running Pass It Back in different environments.
- Evidence that the program has an impact in both sport and development areas.
- Social media platforms have a core following. Pass It Back has many elements that can be used in the communication strategy.
- A growing international profile and reputation for being a high quality program, evidenced in part by being shortlisted for a Beyond Sport Award for innovation.
- A strong position in a marketplace that is aligned with the objectives and values of organisations that have the capacity to support Pass It Back's growth.
- ChildFund's ANCP funding maintains current operations and can support a small degree of growth while efforts are made to diversify funding sources.

Conversely, some elements that restrict scalability include:

- The 32-module curriculum does not give partners the chance to tailor either the delivery process (i.e. length of program) or content to suit specific environments and objectives.
- The monitoring and evaluation components require a degree of skill and time to master.
- The Pass It Back secretariat cannot manipulate the Salesforce database independently.
- Training and mentoring coaches require considerable up front financial investment. The quality of the coaches is essential to Pass It Back's sustainability and impact. Although attrition has been very low, it is likely to increase over time due to the coaches' age and stage in life. There are plans to make the cascade model of coaching more widespread.
- Assets of the strategic partners have not yet been mobilised due to agreement being signed relatively recently (December 2016). During the key information interviews, there was some indication that the strategic partners respect the impact of Pass It Back. It is not yet known which components of Pass It Back are valuable enough to support efforts to scale the program.

- The Pass It Back secretariat does not have sufficient human resources to both support high quality operations and seek out and serve new partnerships. ChildFund Australia and ChildFund Country Offices are also placed under stress to support core operations.

The opportunities and challenges associated with scaling Pass It Back at this stage are discussed further in Sections 2 and 6. Resourcing and funding constraints have limited what Pass It Back has been able to achieve in this area. Progress in taking the program to scale will be limited until a decision is made on the future of the program design.

3.2.4 Organisational Structure

The Pass It Back secretariat is made up of a small team of four dedicated, driven people. The Pass It Back Director has considerable experience in the NGO sector and the region. Two Pass It Back Officers are relatively recent graduates and are rapidly building skills to support the program. A ChildFund Australia staff member has half of her role dedicated to the program. ChildFund Australia and Country Office staff offer support through communication, monitoring and evaluation as well as program, human resource and financial management that is proportional to the size of the country project.

People employed by strategic partners and ChildFund Country Offices have commended the operational competency of the secretariat, mentioning that the program has very strong program administration, is very structured, has strong documentation and sophisticated development mechanisms. The secretariat staff focused on starting the program, creating high quality processes and building foundational relationships with partners and all of these activities match the individuals' skills sets.

The determination and commitment of the Pass It Back Director was noted by most of the respondents. At the same time, it was noted that a program of this complexity is unstable if any one person drives it. Instead its sustainability and prosperity depends upon its transfer to systems and processes. The need to move from a founder-driven model to a systems-driven model is typical in this industry and at this stage of the program development.

The way Pass It Back operates in each country varies, with different partnership arrangements in place in Laos, Vietnam and the Philippines. The involvement of rugby federations in Laos and the Philippines is invaluable. There has been uncertainty around the role of each organisation, where the decision-making power lies and what degree of involvement is expected from each organization. This is further complicated by the undefined role of the Pass It Back secretariat, evolving processes and insufficient human resources in relation to the requirements of the task in respective organisations.

Two Project Officers and an intern run Pass It Back in Vietnam. There is no rugby governing body in Vietnam. Pass It Back draws on cross-sectoral support for a range of core roles at ChildFund Vietnam and individuals have varying levels of buy-in to the program. Again, there is some confusion about the role of ChildFund and the Pass It Back secretariat.

The workload coupled with the evolving nature of the partnerships means each element of the organisation structure, including support staff in ChildFund offices is under considerable stress. A Pass It Back project officer mentioned, *"We are always under some pressure. It is not just the activities. It is managing all of the people."*

ChildFund Vietnam is exploring a cascading system of program management to address the significant human resource challenges faced¹⁹. Over time, this system will be refined, creating a more efficient recruitment, mentoring and skill development process.

3.2.5 Alignment with ChildFund Strategies

“Rugby is only a means, a tool. The tool is only the way the children enjoy...Underneath is the life skills. They change their mind when they face a problem or when they want to solve something. For example, how to keep money, spend money, figure out fighting... They also become an ambassador for the community. They can convey messages. The life skill is always with them but the technique will go.” ChildFund Provincial Manager

The new ChildFund Australia strategic plan (2015 – 2020) identifies five strategic goals²⁰ that contribute to the overarching objective of *enabling children and youth to be safe, confident and resilient, able to play active, constructive roles in an increasingly turbulent world.*

Pass It Back is a cross cutting regional initiative that contributes to both strategic goals and core functions (communication, fundraising etc.). There is evidence outlined in other areas of this report that demonstrate that Pass It Back contributes to ChildFund priorities that are outlined in Annex E. This considerable contribution is made possible by the multifaceted nature of the activities, the strategic partnerships and potential of the sport-based product to attract new individuals and partner organisations to contribute to ChildFund strategic goals.

Some ChildFund staff suggested that some Pass It Back approaches could be further integrated across several ChildFund programming areas. Some suggestions for integration include:

- Consistent training tools and messaging about how to approach gender across programs.
- Opportunities for coaches, as trusted young influencers, who have earned a profile, to become involved in other community programs.
- Using the Pass It Back components for in-house staff training and discussions.

¹⁹ In Vietnam the project officer is responsible for 39 coaches. This has been addressed by appointing 2 key “point” coaches for every 10 coaches. These key coaches are responsible for collating monitoring information, communicating with the other coaches and solving basic problems. These key coaches are responsible for collating monitoring information, communicating with the other coaches and are responsible for collating monitoring information, communicating with the other coaches and solving basic problems.

²⁰ ChildFund Strategic Goals

- 1: Refocus our programs to respond to children’s changing needs.
- 2: Direct our efforts intensively to children in the Asia Pacific Region.
- 3: Help communities be prepared to address threats and risks; and protect children impacted by conflicts and disasters.
- 4: Diversify revenue to enable sustained, long-term organisational growth
- 5: Strengthen the organisation’s agility, and ability to respond to change and opportunity

- Connecting Pass It Back with school based sport initiatives.
- Continuing the high profile and useful work in safeguarding sport for children amongst NGBs in Asia and beyond.
- Leveraging the profile of the program for communication and funding purposes. For example, Pass It Back was highlighted at the Business Leaders forum in Vientiane, thereby drawing attention to ChildFund's work in general.
- Using Pass It Back components to support other sport based programs in places where there is a high partner delivery capacity.
- Contribution to ChildFund objectives and core mission.

At this stage of Pass It Back's development, it is not possible to create a measure that compares Pass It Back's impact or cost efficiency with other ChildFund projects. This is because it straddles more than one ChildFund strategic goal and outcome area. It is also just moving out of a start-up phase where the bulk of resources were devoted to curriculum development, branding partnership development, trialling approaches and developing a cadre of staff and coaches. Country Directors in Laos and Vietnam concurred that comparison at this stage is too complex to be made fairly without a detailed analysis.

The issue as to whether sport-based programs should be a higher or lower priority compared with other ChildFund projects was raised during the evaluation. Generally, respondents believed that the value lay in the life skills and sport acted simply as a convening tool therefore the evaluation of the value of the program needs to consider the diversity of the program's impact in these areas.

A recent ChildFund Laos review of child participation in Nonghet revealed that Pass It Back is the dominant activity around which children convene. In this review many children spoke of wanting to play rugby in order be able to learn new skills, have the opportunity to participate in regular activities, meet people from other villages, and go to other places in Laos. A key theme among men and women is the lack of organised activities for children – i.e. that no one is around to, or they themselves are unable to, organise activities. Some spoke of needing "[an NGO] project to come" or "for Lao Rugby to do more work here" so that children and youth could participate in new activities. Detail from this review is in Annex E.

While ChildFund staff acknowledges that there are Pass It Back components that are relevant across all ChildFund processes, the structure and the significant commitment of ChildFund financial and human resources required for the program make it an uncomfortable fit. In the organisational structure, Pass It Back is disconnected from the international programs sections, reporting directly to the CEO and this is another anomaly.

Pass It Back is the first, and so far the only regional program implemented by ChildFund²¹. The **issues underpinning the structural challenges** include:

- Pass It Back has emerged organically from a structure that pre-dates the Pass It Back action plan and was not necessarily designed to be scalable. The organisational structure cannot sustain the ambitions of the current strategic plan. The most urgent staffing need is a partnerships/business development manager to seek out diverse forms of income.
- A key element of the program is around partnership development, including partnership development with non-traditional partners that have diverging as well as complementary interests and different organisational work cultures.
- Pass It Back is working across ChildFund Country Offices including those that are not directly managed by ChildFund Australia such as ChildFund Philippines.
- Using sport as a tool for development to support ChildFund outcomes is a new form of programming for the organization.

These underpinning issues result in a flawed structure. While partners have worked hard to build positive relationships and organize the roles, the lack of clarity puts significant pressure on all parties and impedes the movement from transactional to transformational partnerships. **Current Pass It Back structural challenges** include:

- Pass It Back is at the stage where the demands of the activities are too big to be integrated into existing roles but has not yet diversified its funding sufficiently to resource additional roles. The current structure cannot sustain the ambitions in the action plan.
- Almost all ChildFund Australia and Country Office staffs are unsure of the roles of each part of the organisation. There is little delineation between the roles of ChildFund offices and the Pass It Back secretariat. Decision-making processes, resource distribution, avenues to seek support and areas of accountability are unclear and sometimes conflicting.
- Few people in ChildFund have a working understanding of the purpose of the strategic partnership and some people in key positions have a limited understanding of the mechanics of Pass It Back.
- Funding for the Pass It Back secretariat is convoluted and draws on a wide range of budget streams.
- The partnership development process undergone between Pass It Back secretariat, LRF and ChildFund Laos was insufficient for the purpose of creating shared objectives, values

²¹ The 2015 – 2020 ChildFund strategic plan has committed to seek opportunities to undertake regional projects that advance children's rights.

and operating mechanisms. Likewise, the distribution of management responsibilities the Pass It Back secretariat and ChildFund Vietnam is also unclear.

- Pass It Back secretariat staffing is insufficient to both pursue business development opportunities and enhance operations management.

3.2.6 Revenue

An analysis of current and potential funding processes and opportunities reveals the following issues and opportunities:

- The program cannot scale or even sustain some operations if it relies on ANCP or short-term sport for development specific DFAT funding

There are substantial funding opportunities that are unique to sport for development programs (i.e. cannot be accessed by other ChildFund projects) that have not yet been explored. The program and strategic partnership have only recently reached the point where exploring these funding sources is viable. Some of these funding sources include accessing bilateral DFAT Funding²², assets leveraged in conjunction with strategic partners (e.g. joint approaches to shared sponsors), access to DFAT corporate partnership co-contributions, charity partner fundraising²³, Impact Beyond resources connected with the Rugby World Cup, partnerships with NGO driven Sport for Development programs in other regions, interest from ChildFund alliance members and their associates and Pass It Back licensing fees²⁴.

- Exploring funding requires investment in developing good relationships, being prepared to be flexible in some aspects of Pass It Back delivery (detailed in Section 6), contributing to shared objectives as well as each partners individual objectives, consistent

²² For example, DFAT in PNG funds a partnership with WaterAid Australia that support a sport, gender equity and water, sanitation and health program in Papua New Guinea.

²³ Major events can be activated for significant fundraising and profile building purposes. For example in 2016, just under AUD 2.5 million was raised for the World Food Program at the 2015 Rugby World Cup. At the Glasgow Commonwealth Games, around AUD10 million was raised for UNICEF UK and a portion of this funding was spent on sport for development programs around the world. There are also opportunities to leverage these programs for further sponsorship with corporate organisations that are engaged in these activities. For example, HSBC currently supports a Try Rugby program in HSBC World 7s locations. Historically, each activation requires a significant investment from the charity to capture these results. There may be an opportunity to share these costs between stakeholders due to Pass It Back's alignment with the organisational objectives of others however, this is speculation.

²⁴ Licensee fees is a untested approach in the sport for development industry however there are some examples of successful franchising models where the same program and process is implemented in different locations (with some adaptations) and managed by different organisations and run in conjunction with different partners. Examples include Right to Play, Goal Program and sport driven programs the International Basketball Federation's "Hoops for Health" program. One example of a large-scale licensing program is Surfing Australia's surf school system for the delivery of SurfGroms. In this example, surf schools in Australia pay a fee and agree to comply with specific operating standards to use Surfing Australia branding, tools, and privileges. <http://www.surfgroms.com/delivery-centres>

communication activities as well as the high quality programming that already exists. This will require at least one additional human resource for a 12 to 24 month period.

- The Pass It Back product and process will need to evolve for scalable and adaptable delivery that is suitable to a broader range of demographics and locations and development outcomes. There may need to be greater investment in core services (communication, financial management etc.) to support the scale of the program, however these should be funded by new income.
- A Pass It Back fundraising strategy has not yet been finalised. This is in part due to the delay in signing the partnership agreement and, in part due to the low capacity of Pass It Back and ChildFund Australia to develop a strategy.
- The strategic partners' appetite to invest in Pass It Back or leverage the investment is unknown though statements during the key informant interviews imply the interest is evolving.

If ChildFund makes a commitment to the growth model, then it will be possible to invest in addressing these considerations. If ChildFund uses the contained model, then the challenge will be around streamlining resource allocations processes through a partnership model and seeking more local funding for programs in the current locations.

3.2.7 Communication

*"The biggest legacy of World Cup in Japan is so the children of Asia can benefit from rugby and say this is good for **all** children. We need an easily seen story and goal."* Respondent, Asia Rugby

"Pass It Back's goal is bigger than rugby. This is good for the World Cup organizing committee because not everyone is interested in rugby but everyone is interested in education and health" Respondent, Regional Rugby Federation.

"With rugby and regional programs it is easy to fundraise because rugby is famous in the world. When we have a good communications projects it is easy to fundraise. With volleyball and football it is not as easy." Respondent, ChildFund Vietnam

Programs that use sport as a tool for development and to address the intersecting interests of diverse partners need to also have the capacity to communicate the program's story, key message and opportunities in a way that is succinct, accurate and compelling. Different audiences seek different channels and messages in communication. This is the case in Pass It Back where cultures, values and organizational priorities convene around a common activity.

The communications component has received considerable support from ChildFund Australia and this has allowed the program to fulfil the branding and communication requirements to date. While this may be sufficient to support a contained model, more resources will be required at a Pass It Back secretariat level if the program is to go to scale.

There are several elements in the strategic plan that relate to increasing the visibility of Pass It Back in the Rugby community. These elements need to be pursued immediately in order to leverage off the new partnership agreement and the emerging opportunities related to World Rugby events.



A communications strategy does not yet exist however, ChildFund is planning to lead its development over the next 10 to 12 months. Aspects of communication that were mentioned during the evaluation are outlined in Annex E.

4 COST EFFECTIVENESS

4.1 Program Costs

"We say they will learn the values...but we never measure it. I see the value is being able to approach a private sponsor and being able to say 'this is the change you will get.'" Rugby National Governing Body

"Pass It Back costs a lot to start up but they can work in a lot of countries so the ratio is better."
Respondent ChildFund Vietnam

Since 2015, 3505 (1423 in Vietnam; 2082 in Laos) players have registered for Pass It Back though not all have completed 32 sessions. 132 coaches have been trained. The cost per a participant (including coaches) is around AUD563.41 per person²⁵. This cost needs to be considered in relation to circumstantial factors including:

- The program is moving from a start-up phase to a scalable phase. While ChildFund Laos has used rugby in some form since 2013, it is only in the last two years that it has been trialled in new countries, and its impact has been understood in pilot regions.
- Pass It Back is run in ChildFund priority areas that are rural and relatively low population. *"We have all of the children in Kim Boi. We need to go somewhere else."* ChildFund project officer.
- Pass It Back contributes to a range of ChildFund Australia's strategic objective areas. (Annex E)
- There is evidence of the program contributing to unmonitored impact areas including communication and ChildFund profile raising and there are some vital aspects of the program are not funded through ChildFund. For example, LRF runs Pass It Back in two locations where there are approximately 10 teams in addition to Nonghet. LRF also donates considerable event management capacity and connects Pass It Back players with the club rugby systems. External fundraising is done for travel to major events that serve to inspire and motivate participants.
- There has been significant investment in refining coach training, community engagement, curriculum modules, cross cutting approaches like gender equity and safeguarding children and developing partnerships. The bulk of activities are now complete and the process of engaging new players should be faster. A culture around

²⁵ The sum considered for figuring 2014 – 2015, 2015-2016 and half of 2016-2017. This is AUD 2 049 123. This time periods were chosen because it correlates with the player and coach training data.

Pass It Back and Rugby is building and familiarity also helps communities engage in the program more quickly.

- Due to being visible, high profile and novel, sport-based programs tend to grow organically faster than other programs. One motivation for this is the desire for competition. Teachers and community leaders in both Nonghet and Kim Boi, expressed frustration that Pass It Back is not in all communities and that limited the opportunities to play against other children. Several teachers noted the fact that their children have to meet people from different schools as being the greatest appeal of the program.

By way of comparison, programs that are established are much more cost efficient²⁶. For example between 2013 and 2015, International Non-Government Organisation (INGO), Right to Play invested USD135 700 000 to reach 1 000 000 children in 52 locations. This means the cost of the program was around AUD\$176.11²⁷ per a child²⁸. The programs have been established between 3 and 14 years and are mostly located in refugee camps where there is high population density.

In 2012, Women Win launched the 'Building Young Women's Leadership Through Sport' (BYWLTS) program, funded by the UK's Department of International Development. BYWLTS was a three-year program with the objective of increasing the leadership of adolescent girls and young women (AGYW) in formal and informal decision-making processes. Women Win worked closely with eight partner organisations in seven countries to deliver quality sport and life skills curricula to over 65,000 AGYW. In addition, AGYW were provided with opportunities to practice leadership through a mentorship program and by learning how to share their stories through Digital Storytelling. In this program there was substantial decrease in the cost-per-AGYW over the course of the programme, and a related increase in the programme's value for money. Costs reduced from AUD106.93 per AGYW in 2013 to AUD36.38 per AGYW in 2015. This was due, in part, to the increase in scale over the years, combined with partner organisations' increased capacity to run effective and efficient sport and life skills programmes²⁹.

Just Play, a program run soccer based that aims to support a range of social changes for children in 8 Pacific Islands has worked with 251,850 children (47% of girls) since 2009. 4,338 teachers and volunteers (45.5% female) have been trained. This program costs about AUD20 to 30 per a participant. When interviewed, the director of this program, Mr. Franck Castillo added that

²⁶ There are 931 sport for development programs registered on the International Platform for Sport for Development Platform. It is not realistic to make general comparisons without undertaking a detailed analysis of these systems. It is, however worthwhile to point out that programs use different degrees of emphasis on different components. The table in Annex H is illustrative to demonstrate this point.

²⁷ For ease of comparison, currencies in this section were converted to AUD on 16 March 2017 using www.xe.com

²⁸ Right to Play, Annual Report 2015 Accessed: https://issuu.com/righttoplayswitzerland/docs/2015_annual_report

²⁹ Women Win (2015) Data Report: Girls leadership through sport

achieving this cost efficiency is impossible during a pilot phase and achieved largely due to the integration in the school system. This was only possible to do after the program was popular and credited with contributing to community development impacts.

Direct comparison of Pass It Back's cost efficiency with figures from other programs should be done with caution and needs to consider some variables. These variables include:

- The degrees to which core administration activities (staffing, communications, in-house monitoring) in the budgets in these examples are unclear.
- Right to Play and BYWLTS both build on programs that are already established. Basic activation activities like developing curricula, recruitment, and partnership development have already been done.
- In most cases, the activities are run in places where there is higher population density than the places where Pass It Back takes place.
- Some of these programs rely on volunteer coaches and are able to do because the curriculum is simple, the program is run in the school systems so paid teachers become coaches and there is an existing volunteer sport culture.

It is also relevant to compare the impact of Pass It Back to the source program Get Into Rugby. Get Into Rugby is a stand-alone program that is owned by World Rugby. It is one component of the Pass It Back program. Trials using only Get Into Rugby in Laos revealed that it only served people who were already playing the game and failed to attract new participants. This is due to the low level of value placed on the activity³⁰. The experience of Oceania Rugby has shown it is possible to increase Get Into Rugby participants by about 40% (45 000 people) in 18 months for a program cost of approximately AUD 1,000 000 (AUD 22 per a person) however there is no indication that the participants continue playing, the rugby infrastructure changes or the activities contribute to any sort of social change³¹.

³⁰ Cawthorne, J (2013) It's more than Sport, ChildFund Laos

³¹ Bates, K (2017) Evaluation – Pacific In Union, GameChangers

Table 4-1: Comparison of Get Into Rugby and Pass It Back

Commonalities	
<ul style="list-style-type: none"> • Entry-level grassroots modified rugby activities. • Pass It Back uses Get Into Rugby as its activity-based product. This means no/low contact tag rugby is the first activity participants will experience. 	
Differences	
Pass It Back	Get Into Rugby
<ul style="list-style-type: none"> • Investment in coach, training, mentoring and development. Coaches receive at least 2 weeks entry-level training and the process is transformative. • Monitoring and evaluation processes that drive effective program management. • Commitment to quality that permeates all parts of the system • Creates equitable rugby ecosystems. • Commitment to 50% female participants. A participation rate of 53% has been achieved. • Safeguarding is mandatory. • Has not yet attracted diverse funders and partners. • Players are counted as a participant if they attend 1 session however; the aim is for participants to attend 24 out of 32 sessions. Participation rates lower than this are monitored and the barriers are addressed. • Monitoring measures a range of impact areas related to capacity, social change and participation. 	<ul style="list-style-type: none"> • Coaches receive a minimum of 2 hours training. • Ability to get high numbers in short periods of time. • Low level of commitment means it is easily adopted by organizations including school systems. • Does not create an equitable ecosystem although it may link to some parts of an existing ecosystem. • Commitment to 40% female participants. A participation rate of 39% has been achieved worldwide and in Asia. • Safeguarding is recommended but optional. • Can attract diverse funders and partners due to scale and low entry requirements. • Need to attend one session to be a participant • Monitoring only measures participation numbers.

4.2 Cost implications to scale

There are three ways scale can improve the cost efficiency for Pass It Back

1. Diversifying income sources:

This involves using scale to attract new, diverse funders, relieving the pressure on ANCP funding. Aspects of Pass It Back will need to be adjusted to cope with the scaling process without compromising program quality or impact. Examples of diverse income sources are outlined in Section 3.2.6. Revenue. Overall, it is more efficient to adapt Pass It Back to be a model that can attract more diverse funding than it is to adapt Pass It Back to be scaled without new income sources.

2. Efficiency is achieved due to start up activities being complete:

Like most sport for development programs, initial investment is higher than the ongoing costs of running Pass It Back activities. Even if no elements of Pass It Back are changed, there will be some reduction in the programs costs if Pass It Back is implemented at the same scale. Some factors that influence this are:

- While the initial investment in coaches is high, they have the capacity to contribute to program management and train new coaches through a **coaching cascade model** whereby more established coaches train and mentor new coaches. Some established coaches will also be able undertake core program management activities such as monitoring and coach training.
- **A shared understanding of Pass It Back and a rugby culture will develop.** When people understand elements of the program and value its outcomes, adoption and support is **more efficient**. Players will become coaches and coaches specialising in specific areas of program management.
- When people have the chance to **experience, the program in other communities as part of an exchange program** they are more efficient in supporting the integration of the program in their own communities. PRFU representatives had a strong understanding of the program requirements and potential and knew what to expect when they introduced the program in the Philippines. This was due to these representatives having the chance to participate in some elements of the training in Laos.

3. Non-essential costs are reduced.

If the contained model is chosen, the costs related to activities that do not contribute to ChildFund outcomes could be minimised. One example of this is reducing the investment in safeguarding activities in countries where Pass It Back is not active. If the growth model is chosen then these activities should be pursued as an opportunity to leverage further funding.

5 PARTNERSHIPS

In December 2016, ChildFund Australia, World Rugby, Asia Rugby and Women Win committed to a strategic partnership agreement. This agreement stipulates a shared way of operating and values. In all cases, decision making, fundraising and management commitment sit with ChildFund. At this point in time, if ChildFund dissolved Pass It Back, the other partners would have little to lose. In line with this, ChildFund also hold veto power for decision-making.

Partners agree that the structure of the partnership is suitable for the purpose. At the same time, they acknowledge that the success of the collaboration is dependent upon the skills and behaviours that the individuals representing the organizations bring to the partnership rather than structure. The assets each partner brings to the partnership need to be considered in proportion to the capacity of each partner and relative interests in the partner. This embodies the value of equality outlined in the partnership agreement. The partners agree that the relationship is sufficiently collaborative and note that it could be leveraged further.

The key opportunities to explore are:

- Women Win guiding country-based partnership development between the Pass It Back secretariat, ChildFund Country Office and rugby NGB.
- Leveraging high profile rugby events and relationships with sponsors to raise funds, increase profile and promote the connection to rugby values.
- ChildFund Australia using the civil society partnership to diversify Australian Government funding streams.
- Ensuring Pass It Back is meeting strategic partner priorities if the strategic partner is investing in Pass It Back outcomes.

Table 5-1 describes the current role; the reasons for being in the partnership and some assets that partners may consider bring to the Pass It Back partnership in the future.

Table 5-1: Partnership Contribution

	World Rugby and Asia Rugby	Women Win	ChildFund Australia
Current Role	<p>Facilitates access to some rugby national governing bodies.</p> <p>Recognises Pass It Back as an official partner the Rugby World Cup's Beyond Impact program.</p> <p>Facilitates use of the entry level, rugby product, Get Into Rugby.</p> <p>Contributes branding which may contribute to program credibility.</p>	<p>Monitoring and evaluation of the Pass It Back via Women Win monitoring systems and the Salesforce database.</p> <p>Hands on support for coach training, curriculum development and monitoring and evaluation.</p> <p>Advising on gender equity strategies.</p> <p>Promoting Pass It Back to a broad, international group of people through various Women Win media channels.</p>	<p>Lead organisation strategic direction, the majority of the investment and the risk of the program.</p> <p>Cross organisation support in core activities including human resources, financial management, communications, administration and grant management.</p>
Elements that are valued within the partnership	<p>Contributes to multiple elements of World Rugby and Asia rugby strategy plan.</p> <p>Pass It Back builds a rugby base in countries where rugby has a low-level following and/or there is no affiliated rugby national governing body.</p> <p><i>"We're keen to see rugby established in every country that has a national Olympic committee."</i> Respondent, World Rugby</p>	<p>Contributes to Women Win's core mission: to equip adolescent girls to achieve their rights through sport.</p> <p>Provides an opportunity to increase Women Win's skill set and authenticity in terms of working with sports federations.</p>	<p>Contributes to ChildFund outcome areas.</p> <p>Increases the profile of ChildFund in development and other sectors.</p> <p>Promotes engagement with diverse country stakeholders and influencers.</p> <p>Engages civil society organisations to contribute to sustainable</p>

	<p>Pass It Back presents a non-traditional example of growing the game</p> <p><i>“Growing the game involves taking it from the traditional model and suggest a different structure to the Anglo club model”</i> Respondent, Asia Rugby</p> <p><i>“Pass It Back exposes us to areas that we would be able to get in to.” PIB can help fill the gap by working with lower capacity programs”</i> Respondent, Asia Rugby</p> <p>Past It Back contributes to the Try and Play components of Get Into Rugby and the National Governing Body is responsible for the Stay component.</p> <p><i>“Member unions have a 15s and 7s orientation. Any union is not happy if you don’t have the progression.”</i> Respondent, Asia Rugby</p> <p>Pass It Back sets an example for gender equality and gender inclusion, key focus area for World Rugby and Asia Rugby</p> <p>Sets standards and provides practical support for safeguarding children.</p> <p>Brings considerable expertise to rugby national governing bodies in</p>		<p>development goals.</p> <p>Has potential to be leveraged to diversify ChildFund funding streams</p> <p>Provides an opportunity to contribute to broad based policy discussions e.g. international standards for safeguarding sport for children.</p> <p>Creates an opportunity to strengthen relationships with other members of the ChildFund Alliance.</p>
--	--	--	--

	<p>communications, financial management and IT skills.</p> <p>Contribute to the positive image of rugby by espousing rugby values.</p> <p>Raises the profile of development programs and puts national governing bodies in a better position to partner with local sponsors.</p>		
<p>Could explore bringing</p>	<p>World Rugby respondents recognise that their engagement has been slow but they are now at a stage where they are committing to the partnership.</p> <p>World Rugby emphasized the need to treat the Union like a development partner and be prepared for the program to grow at the same rate as the Union's capacity. It may be possible to link World Rugby's "leading rugby" program with other Pass It Back capacity building activities.</p> <p><i>"We can't impact Pass It Back in different places due to the intensity. We are able to do GIR at a lower intensity," Respondent, World Rugby</i></p> <p><i>"If you hit unions with too many things</i></p>	<p>Support for partnership development processes.</p> <p>A connection of Pass It Back to other Women Win partnership programs for learning and mentoring.</p>	<p>Leveraging the partnership to apply for DFAT's civil society partnership grants, bilateral corporate sponsorship matching grants as well as sport for development grants.</p> <p>Engaging with the ChildFund Alliance to explore partnering opportunities in new countries.</p>

	<p><i>you overwhelm them. There is high turnover person in unions and this impacts the sustainability and continuity of effect. When individuals disappear the program disappears.” Respondent, World Rugby</i></p> <p>Forming a stronger connection with the Impact Beyond program.</p> <p>Leveraging high profile events to raise funds and promote Pass It Back key messages.</p> <p>Connecting with sponsors who are interested in being involved in a sport and values based program.</p> <p>Continuing to provide opportunities to connect with multiple national governing bodies at development forums and contribute to policy discussions.</p>		
--	--	--	--

6 CONNECTION BETWEEN RESULTS AREAS AND STRATEGIC OPPORTUNITIES

The evaluation of Pass It Back demonstrates that the program has a strong impact across a diverse range of strategic areas. The Pass It Back product and processes are amongst some of the best in the world for connecting sport and development outcomes.

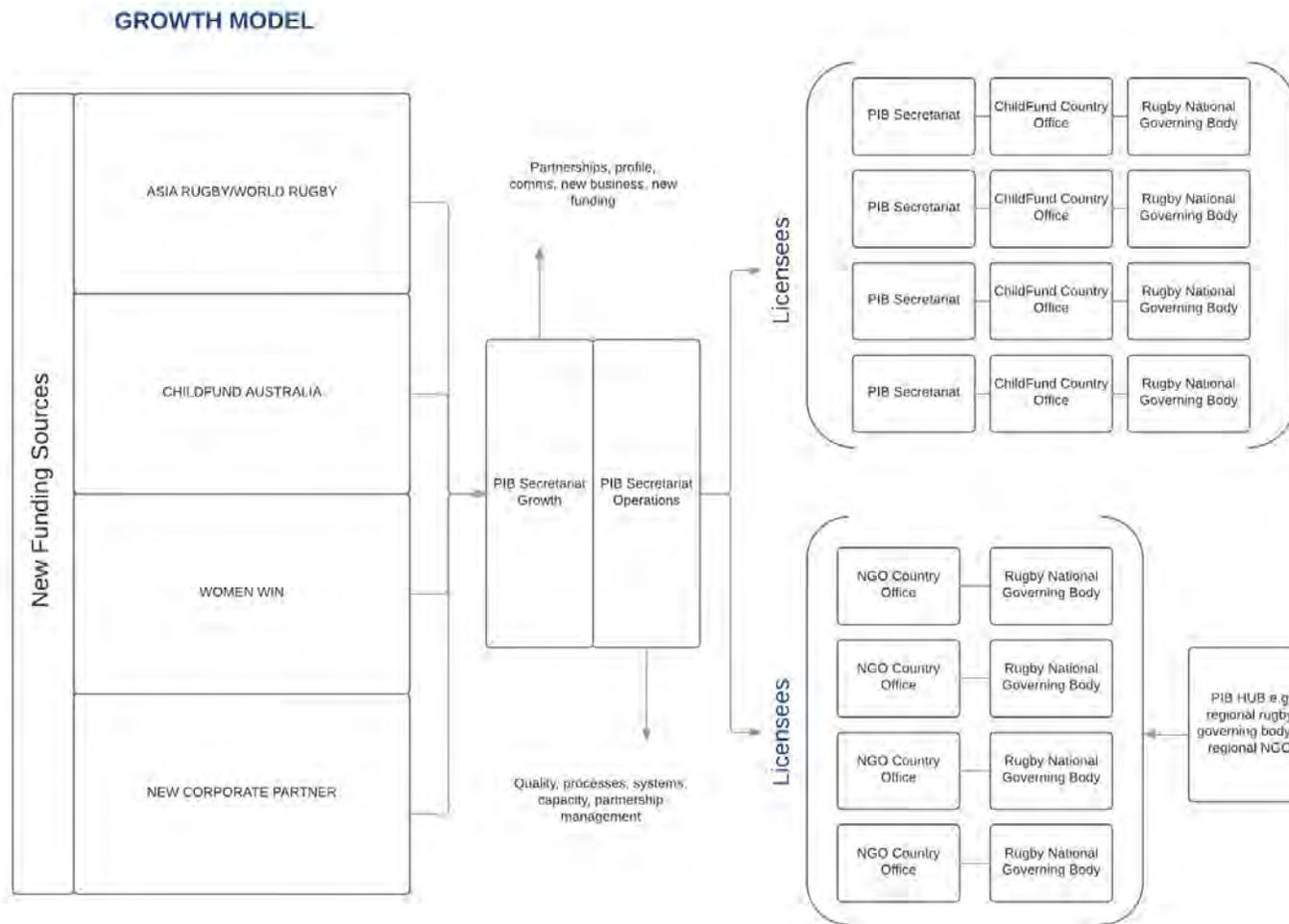
There is a strong enabling environment for growth due to the World Rugby Cup being held in Asia for the first time in 2019 and the heightened commitment to increasing and diversifying interest in rugby in the region. There is some urgency to make a decision about whether ChildFund and the other strategic partners will capitalise on this opportunity.

At this stage of the program's development, the most significant threat to Pass It Back's impact is the mismatch of the ambitions outlined in the action plan and the structure of the partnerships and resourcing.

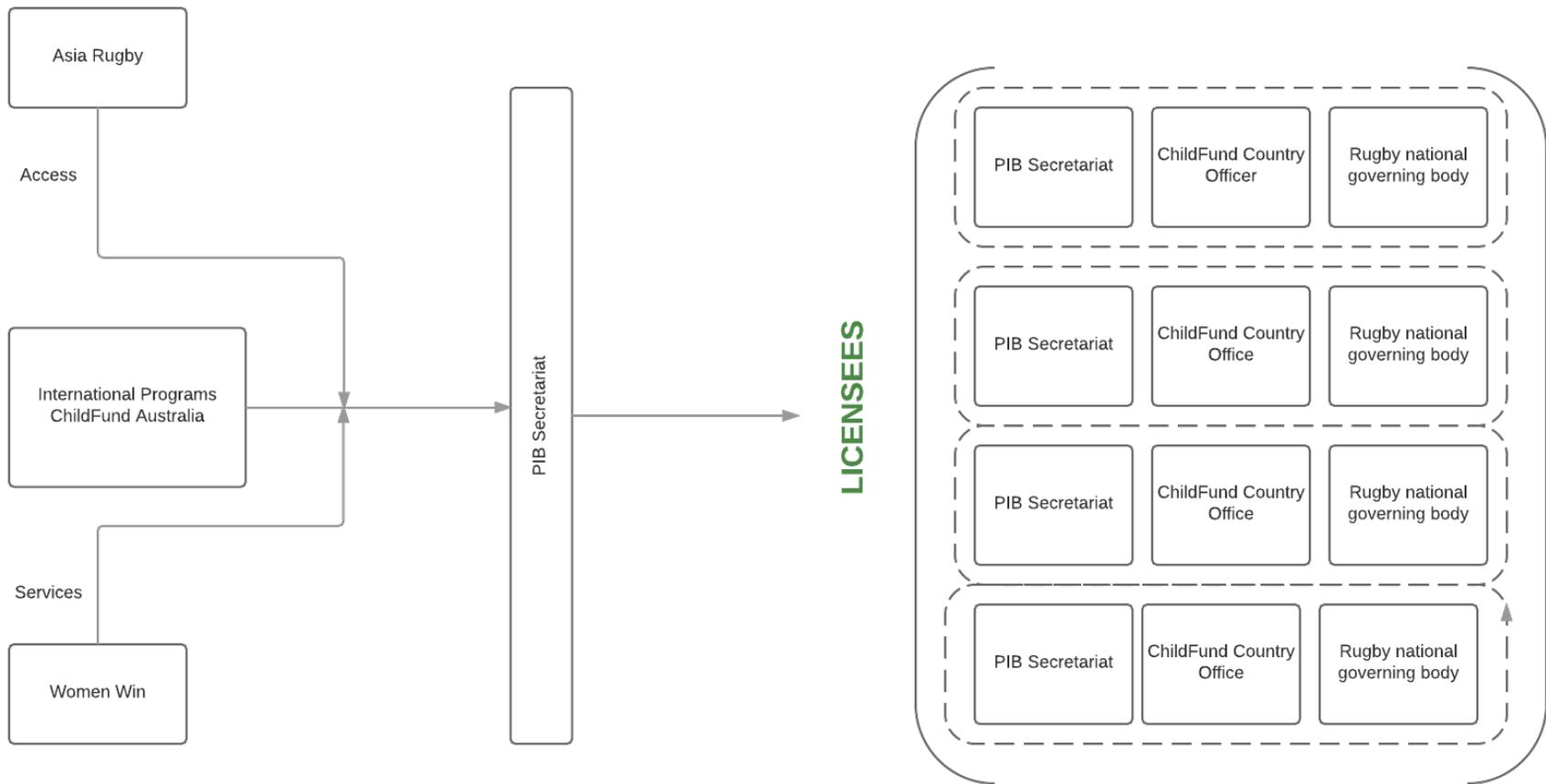
The first step to apply the findings of the evaluation is to determine whether the **contained** or **growth** model will be prioritised. This will determine a cascade of decisions about structure that are outlined in Table 6-1. These decisions involve curriculum modules, partnership structures, resource allocation, locations, new partners and funding opportunities. The items are mutually reinforcing meaning it is not possible to mix and match elements from each model.

Two options for models are included in Figure 6-1 below.

Figure 6-1: Strategic Model Options



CONTAINED MODEL



An explanation of the elements for each model is in Table 6-1 below.

Table 6-1: Pass It Back Models

FROM CURRENT MODEL	TO A GROWTH MODEL	TO A CONTAINED MODEL
PRODUCT AND PROCESS		
<p>Pass It Back is curriculum and player focused.</p>	<p>Pass It Back is pillar and process focused. Pass It Back determines specific impact areas that create an enabling environment for the delivery of Pass It Back. Pillars could include first aid, safeguarding children, gender equity and rugby national governing body capacity development as well as curriculum delivery.</p>	<p>Pass It Back is pillar and process focused. This model is similar to the growth model except the activities only occur in places where there are ChildFund Pass It Back activities.</p>
<p>A 32-session curriculum includes rugby and life skills. The rugby component is based on World Rugby’s Get Into Rugby curriculum.</p> <p>The life skills component includes behaviours related to rugby values (integrity, passion, solidarity, discipline and respect) as well as first aid, gender equity and safeguarding children. The curriculum was reviewed shortly after this review.</p> <p>Significant changes in behaviour, attitudes and knowledge have been recorded in the</p>	<p>Curriculum can be tailored to suit different partners. For example:</p> <p>Option 1. 32-session curriculum</p> <p>Option 2. 8 session modules that can be used as a combination</p> <p>Option 3. New modules developed to suit specific interests of community and/or new funding organisations</p> <p>Option 4. Unbranded content that can be used in non-rugby situations (e.g. staff gender training, other</p>	<p>Retain 32-session curriculum and integrate components in a wider range of ChildFund outcome areas.</p> <p>Respond to situations in new ChildFund countries by trialling different models (e.g. 16 session model in the Philippines)</p>

<p>evaluation processes.</p> <p>A recent ChildFund Laos review of child participation in Nonghet revealed that Pass It Back is the dominant activity around which children convene. In this review many children spoke of wanting to play rugby in order be able to learn new skills, have the opportunity to participate in regular activities, meet people from other villages, and go to other places in Laos.</p>	<p>situations where children convene).</p> <p>It cases of 1 – 3, the connection with rugby values is maintained.</p>	
<p>The coach development process is transformative, high quality and drives the sustainability of all activities. The Pass It Back secretariat and local Project Officers are responsible for the bulk of the coach development.</p>	<p>The quality of coach training and mentoring is maintained. Over time, coaches become coach trainers and players become coaches. There are opportunities for coaches to specialise in particular areas (e.g. officiating, monitoring, and first aid) that serve the overall development of Pass It Back and provide coaches with skills that could connect to vocational training.</p> <p>A cascade approach is adopted where some coaches are promoted to lead a cadre of around 10 other coaches.</p>	<p>As per the GROWTH model.</p>
<p>The first aid components increase individuals' skill sets, provide a valuable service in rural communities and contribute to breaking down barriers around what young coaches believe it is</p>	<p>This component is maintained and a mental health first aid component is added.</p>	<p>As per the GROWTH model.</p>

possible to learn. There is a person qualified in administering first aid in attendance at all games and training sessions. Pass It Back coaches frequently assist at community emergency scenes (e.g. motorbike accidents). A games-based approach to First Aid training is being used for the first time in the world.

Safeguarding children has been identified as a key area of activity and some efforts have contributed to the development of policies in this area. It has also established organisations in Laos as being regional leaders in this area.

The safeguarding children component is maintained and included as prerequisite for running the program. Pass It Back secretariat's ability to assist rugby national governing bodies not using Pass It Back to implement safeguarding activities may be limited by the capacity of the Pass It Back secretariat. Efforts to support World Rugby and Asia Rugby to develop safeguarding policies will be maintained.

Safeguarding activities will be prioritised in countries and communities where ChildFund is engaged with Pass It Back.

Monitoring and evaluation processes support the quality of the program implementation and produces information that can be used to improve the program and demonstrate impact. The processes require substantial resources.

The monitoring and evaluation processes are adapted to suit different delivery conditions and capacity of rugby national governing bodies. This may mean streamlining some processes. The Pass It Back secretariat is able manipulate the back end of the of Pass It Back database. Ideally, the monitoring and evaluation partnership with Women Win will be maintained.

Monitoring and evaluation processes are largely retained. Further exploration may be considered to discover how Pass It Back contributes to broader range of ChildFund outcome areas.

ChildFund Australia's communication department and Pass It Back secretariat

A communications strategy identifies objectives as well as precise messages, channels and

A communications strategy is developed that creates a way to react to opportunities,

<p>reacting to opportunities drive communication. Pass It Back is visible, high profile component of ChildFund programming.</p>	<p>demographics that influence target groups and encourage other organisations to adopt the program. The Pass It Back Secretariat has a person who drives the strategy and support is received from ChildFund Australia from time to time.</p>	<p>convey information about impact and build a following locally. ChildFund Australia staff, Pass It Back secretariat operations staff and local Pass It Back deliverers implement the strategy.</p>
<p>Pass It Back is program and activity driven. While there is examples of Pass It Back contributing to areas, which ChildFund does not (e.g. influencing UNICEF’s International Standards for Safeguarding Sport Guidelines) it usually aligns with ChildFund in strategic and policy decisions.</p>	<p>In appropriate situations Pass It Back strategic partners make joint submissions to government policy processes that create and enabling environment Pass It Back.</p>	<p>Pass It Back continues to be activity driven and supports ChildFund Country Office contribution to policy processes (e.g. safeguarding children in sport) if they are initiated by the Country Office.</p>
<p>STRUCTURE AND FUNDING</p>		
<p>Pass It Back is funded by primarily by ChildFund’s allocation of DFAT’s ANCP funding.</p>	<p>Pass It Back Strategic partners support new funding channels.</p> <p>These include fundraising at major rugby events, accessing more diverse DFAT funding sources including those connected with engaging civil society organisations, licensing the Pass It Back product for use by other international non-government organisations (in exchange for Pass It Back secretariat support with specific items), and engaging corporate sponsors.</p> <p>Over time, reliance on ANCP funding is decreased.</p>	<p>Pass It Back is funded by ANCP, other DFAT sources and local corporate sponsors.</p>

ChildFund Australian is the lead strategic partner and has a transactional **relationship with other strategic partners.**

Strategic partners provide valuable services but had limited responsibilities for the overall program development.

Pass It Back's engagement with civil society organisations at a strategic and country level is a unique and solid foundation for program growth and impact.

Moves towards a transformational partnership with strategic partners that means partners play a more equitable role in working towards shared Pass It Back objectives and the risk and reward is shared.

Maintain a transactional relationship with strategic partners. Reduce Pass It Back activities to ones that contribute to Pass It Back objectives.

The Pass It Back secretariat and country partnership development process does not contribute to a clear understanding of roles, responsibilities, strengths and values that will guide the activities.

Each organisation makes a valuable contribution to Pass It Back however, the relationship needs to be streamlined.

Undergo a country-based partnership development process that has elements recommended by The Partnering Initiative.

This process will determine a shared objective and outline decision-making, resource distribution, accountability and reporting protocols.

As per **GROWTH** model

The **delivery and growth** of Pass It Back is powered by the Pass It Back secretariat. Stakeholders commend the role of secretariat and attribute much of the impact to the secretariat's determination and hands on assistance.

The roles and responsibilities of the secretariat, ChildFund Project Officer and, where applicable, rugby national governing body lack clarity.

The **rugby national governing body, where it exists is an activity deliverer**. Interactions with ChildFund are around specific actions that support the delivery of Pass It Back.

ChildFund is the only NGO that leads the delivery Pass It Back.

The Pass It Back secretariat has dual roles. One role is business development management and the other role is operations.

As more funding comes in the secretariat engages more people to run core activities including communication and financial management thereby alleviating the pressure on ChildFund Australia staff.

A partnership development process takes place as per the contained model.

The rugby national governing body is a whole-of-organisation ChildFund partner on the premise that stronger civil society organisations that provide services for children contribute to a range of ChildFund outcomes. This means ChildFund helps develop the overall capacity of the rugby national governing body where relevant.

INGOs and others are licensed to Pass It Back. In this system, the licensee pays an agreed fee to the Pass It Back secretariat. In exchange for the fee, the Pass It Back secretariat shares agreed services, systems and content. The licensee agreement describes the quality control systems that the licensee needs to adhere to keep the Pass It Back license.

The Pass It Back secretariat is part of the ChildFund Australia's International Programs section and serves ChildFund priority areas in each country.

A partnership development process takes place in each country to organise the roles and responsibilities of the PIB secretariat, ChildFund Country Office and, where relevant, rugby national governing body.

A partnership agreement between the Pass It Back Secretariat, ChildFund Country Office and the rugby national governing body guides the exchange of specific services to deliver Pass It Back.

A licensing system could be considered between the Pass It Back secretariat and the ChildFund Country Office/Rugby national governing body in places where the relationship is established.

ANNEX A – List of Documents

The review looked at the following documents:

- Project proposals and reports
- Monitoring and evaluation qualitative and quantitative data
- Measuring Change manual
- Social media and communications
- ChildFund Australia's current Strategic Plan
- Relevant chapters of the ChildFund Australia Program Handbook including reporting systems
- Pass It Back Action Plan
- Case studies and most significant change stories
- Other relevant documents for sport for development organisations, strategic partners, DFAT programs and other areas of ChildFund activity

ANNEX B – Key Informant Interviews

Table 6-2 provides an overview of those who participated in the fieldwork and of interviewees.

Table 6-2: Key Participants

Name	Role
ChildFund Australia	
Nigel Spence	Chief Executive Officer
Margaret Sheehan	International Program Director
Philippa Nicholson	Program Support Manager
Caroline Pinney	International Program Coordinator
Sarah Hunt	Strategic Partnership and Grants Coordinator
Larissa Tuohy	Communications Manager
Jojo Cheng	Finance Manager
Rouena Clemente Getigan	Program Effectiveness Manager
ChildFund Vietnam	
Deborah Leaver	Country Director
Giap Vuong Dinh	Program Operations Manager
Long The Mai	Provincial Manager
Huong Tran	Pass It Back Project Officer
Ly Phung Khanh	Pass It Back Project Officer
DFAT	
John Williams	Australian Ambassador to Laos
ChildFund Laos	
Keoamphone Souvannaphoum	Country Director
Emelita Santos Goddard	Program Manager
Provincial Department of Education	
Ajan Bee	Nonghet District Provincial Officer
Laos Rugby Federation	
Megan Knight	Partnerships and Development Advisor
Pisa Vongdeuanpheng	Manager, Rugby Development
ChildFund Japan	

Nana Hosoi	Program Manager
Women Win	
Maria Bobenrieth	Executive Director
Meg Smith	Program Manager
Pass It Back secretariat	
Chris Mastaglio	Pass It Back Director
Jacob Cawthorne	Measuring Change support consultant
James Owens	Pass It Back Support Officer
John Harris	Safeguarding Consultant
Asia Rugby	
Ross Mitchell	General Manager
Matt Oakley	Strategic Development Consultant
Koji Tokumasu	President, Asia Rugby
World Rugby	
Ridzal Saat	Rugby Services Manager Asia
Morgan Buckley	General Manager Development
Aurelie Lemouzy	Get Into Rugby Program Manager
William Glenwright	Former Regional General Manager, Asia and Oceania, World Rugby
Philippines Rugby Union	
Ada Milby	Secretary General
Angela Camille (Acee) San Juan	Player, Coach and development officer
Anne Maurice Sajorne	Regional Development Officer (Pass It Back Project Coordinator)

ANNEX C – Focus Group Discussions

Table 6-3: Interviews and/or FGDs with players and coaches

Laos (Nonghet)	Vietnam (Kim Boi)
Gatekeepers – Parent x 2, Teachers x 2 Village chief x 2, government officer x 1	Gatekeepers Commune Committee members x 2, Parent x 3, Teacher x 1
8 Male Players aged 14 – 16 years	6 Male Players aged 11 – 16 years
9 Female Players aged 13 – 18 years	8 Female Players aged 12 – 15 years
8 Male Coaches aged 16 – 19 years	5 Male Coaches aged 19 to 32 years. 3 Bronze and 2 Silver level accreditation
8 Female Coaches aged 15 – 17 years	6 Female Coaches aged 18 – 35. 3 Bronze and 3 silver level accreditation

ANNEX D – First Aid Training

Measuring Change Learning Paper – First Aid

Prepared by Pass It Back secretariat

The first aid component of the Pass It Back curriculum is one of the most challenging and one of the most popular. First aid knowledge is mandatory for all Pass It Back coaches, as it is essential that Pass It Back provide safe spaces for all participants, which includes both feeling safe and being safe. Many coaches start with very little knowledge of first aid, but they learn quickly. In communities where there is very limited access to first aid capacity, a formalised First Aid in Sport training course (endorsed by Asia Rugby's Medical Committee) is providing Pass It Back coaches with the knowledge and skills necessary to respond to a range of different medical emergencies they may face. The structure and content of these courses, which also incorporate contextually relevant community health learning, gives many coaches more confidence in their own abilities to treat injuries and care for not only their players but also wider communities. Furthermore, this confidence also transfers to other aspects of their coaching responsibilities, including tag rugby coaching, tournament refereeing, and life skills training.

In January, three of our Pass It Back coaches had opportunities to apply their first aid knowledge and skills in very different circumstances. The following three case studies come from Pass It Back's measuring change activities.

Example 1

Ha, 23, is a Pass It Back coach from Kim Boi District, Hoa Binh Province. She is married and is the mother of 5- year-old daughter. In the beginning, Ha's parents did not want her to become a Pass It Back coach, but Ha's interest in what Pass It Back could offer her in terms of personal development, and her determination to do something more with her life, saw her register and become a Bronze Level Coach in August, 2016. Ha has been a passionate and supportive coach for her players; "I feel like I have a special bond with my players, they are my little sisters". This bond was tested at a recent team training, with Ha facing her biggest challenge yet.

While her "Solidarity" Team was warming up for a Pass It Back session, one of the players – a 13-year-old girl called Hue – fell and broke her right forearm. When it happened, Ha explained, everyone was very alarmed and concerned, not just for Hue, but also because Pass It Back Coaches had never faced this kind of situation before. Despite their apprehensions, Ha told us how she and the other coaches followed their training, treated Hue accordingly, and used some ingenuity to make a splint out of cardboard to support her arm before they put it in a sling. The team then called her family, and rushed her to the general hospital in Kim Boi District.

By the time Hue arrived at the hospital, she was in a great deal of pain. After she was examined, the doctors decided that she needed surgery to fix the two broken bones in her forearm. Hue's parents were very worried and upset at first. Ha had travelled with Hue to the hospital, and she now accompanied Hue's family as Hue was being treated in the hospital. "I tried to comfort Hue as much as possible, and I helped her father to carry her to the bathroom."

While this was all happening, Ha was very anxious too. Not just because one of her players had been involved in a serious accident, but also because she felt that if she – as the coach – did not properly handle the incident and manage her responsibly to support her player and their family, then no one would ever let their children participate in Pass It Back activities. "It caused me many, many sleepless nights," Ha told us.

Although Ha has participated in two one-day First Aid in Sport courses taught by Asia Rugby Medical Committee Educators, she did not expect to encounter an incident or serious injury of this magnitude; just small cuts, bruises and wounds from training was all that she expected. However, after Hue's accident, Ha has realised that all the silver and bronze level coaches must keep practicing and developing their first aid skills, because "it is necessary in order to make the players feel safe and be safe when they are participating in Pass It Back activities".

"I was very worried when I found out that Hue had broken her arm," Mr. Nghi (Hue's father) shared. While Hue was in the hospital, coaches and project officers came often to visit Hue and provide support for the procedures and treatment costs; my family really appreciated the support and care," Mr. Nghi said. "My wife and I whole- heartedly support Hue to play tag rugby and learn new knowledge and skills. Since she began participating in Pass It Back, Hue is happier, more active and importantly she also eats more – she is so skinny," Mr. Nghia joked. Hue's mother and aunt told us how, "Hue's desire is to, one day, compete in Laos; I hope she can get better and fully recover so that she will be able to continue playing tag rugby with her friends."

Ha has been visiting Hue ever since her accident, and the incident has not only brought the two closer together but also ignited a new passion for Ha. "I want to become a member of a professional first aid team, working side-by-side with players, in domestic as well as international competitions".

During the last Pass It Back tournament when players had injuries, the first aid team enthusiastically treated the players and encouraged them; "I feel like the players had more motivation to continue the game because of this," Ha said, in her role as the First Aid Coordinator at the competition.

Example 2

In January in Nonghet District, while they were on their way to conduct a Pass It Back session with one of their teams, Coach Thongsy and his partner Coach Saykham found themselves face to face with a very common incident on the roads in Laos – a motorbike accident. How Thongsy reacted is a reflection not just of the new knowledge and skills that

Pass It Back coaches acquire, but also of their growing confidence and leadership, as well as their pride and passion for their roles as coaches in their communities.

“On the way to training I came across two men who had an accident on their motorbike. Saykham and I helped the two get their bike out of the ditch and back on the road. I also applied first aid to one of the man’s wounds on his waist and his elbow. One of the men asked me: ‘Where are you going with that first aid kit? Why do you know how to do first aid? Have you graduated already?’ I replied: ‘I haven’t graduated yet. I have this first aid kit and have been trained in first aid because I am a rugby coach, and we are required to know first aid.’ The two men smiled and thanked us, and were then on their way.

I felt very happy to have helped these two men, and to have used skills that I have learnt through my roles as a rugby coach.”

Example 3

In another incident that occurred in January in Nonghet District, another of Pass It Back’s coaches – Bouakeo, a 17-year-old girl in her final year of secondary school – was also called upon to use her first aid knowledge and skills in her village. “There is a family in my village who have been arguing and fighting with one another for some time now. One day, the father and the son got into an argument, and the son – who is 17-years-old – hit his father in the head with a piece of wood. It left the father with big wound that would not stop bleeding. The family did not know what to do, so they took him to the Village Health Volunteer (VHV). By this stage, many people in the village had heard about what happened. A friend and I went to see what was going on at the Village Health Volunteer’s house. At the VHV’s house, we found that no one knew how to treat the injury, including the VHV.” The family asked Bouakeo to help treat the injury. “I felt a little nervous and scared because the blood wouldn’t stop,” she told us. She agreed to help, cleaning the wound and applying dressings, and stopped the bleeding.

“Before I joined Pass It Back I had no idea about first aid. I was even scared of the sight of blood! But, as part of my Pass It Back training I was trained in first aid. At competitions, I have had the opportunity to provide first aid for injured players – youth and seniors. These experiences are real; I get to put into practice all the training that I have received through Pass It Back.”

Bouakeo felt very happy to have been able to help the family like this, and that the community recognises that she has first aid knowledge and skills.

-- -

Ha’s management of the incident at the Pass It Back tournament and the care she showed for her player, Thongsy’s actions around providing first aid care for two strangers, and Bouakeo’s support for her community, exemplify the objectives of Pass It Back ‘in practice’: young people facing challenges, applying the skills and knowledge they have learnt as Pass It Back Coaches, and being leaders and role models in their communities - all through the platform of rugby.

ANNEX E – ChildFund strategic goals that are enhanced by Pass It Back

Strategic Goal 1: Refocus our programs to respond to children’s changing needs.

How?

1. We will shift our programming to focus more strongly on building vital human and social capital in communities – skills, knowledge, capacity, economic opportunities and effective services particularly health and education. We will also increase efforts to promote children’s participation and their active contribution to community life, strengthen the protection of children from a wide range of threats and enhance the power of community members to advance the rights and interests of children. Our investment in physical infrastructure will continue to reduce and become more tightly focused on those few contexts where this is necessary to advance the ‘overarching aim’.
2. We will scale up our response to children in three priority areas:
Education: formal and non-formal education; youth vocational training;
Child protection: strengthening of community processes that protect children; harm prevention and reduction; child safety.
Building children’s resilience: strengthening children’s confidence, competencies, skills and interests so they are able to cope with challenges and crises, (e.g., child participation activities, peer support, leadership development, active citizenship, peace building, right to play, life skills and personal development).
3. We will partner more with community-based organisations and actors to help nurture local civil society, promote active citizenship and to build their capacity to deliver programs and projects that advance our overarching aim.
4. Evaluate and demonstrate results from our program work, and learn from our experience.

Strategic Goal 2: Direct our efforts intensively to children in the Asia Pacific Region.

How?

1. ChildFund Australia will increase development assistance to highly disadvantaged children and communities in Cambodia, Laos, Myanmar, Vietnam and PNG. In these countries, ChildFund will vigorously pursue the aim enabling children to be safe, confident and resilient, able to play active, constructive roles in their communities.
2. ChildFund will extend support to children in Pacific Island nations by working with partner organisations that have sufficient capacity and a trusted, established in-country presence.

3. ChildFund will actively seek opportunities to undertake regional projects that advance children's rights.
4. ChildFund Australia will deepen knowledge and engagement within South East Asia and the Pacific to improve the situation for children and youth, through participation in regional forums, networking and contribution to regional issues.

STRATEGIC GOAL 4: Diversify revenue to enable sustained, long-term organisational growth

How?

1. We will articulate clear, concise, powerful messaging that communicates our 'overarching aim' in a distinctive, authentic and compelling way to the Australian public, donors and our country stakeholders. This messaging will be the central vehicle for a sustained, integrated marketing campaign that uses a variety of media.
2. Increase investment in the diversified fundraising products that ChildFund Australia has introduced in recent years, notably: Global Community, one-off giving (appeals and emergency appeals), bequests, community fundraising, corporate and philanthropic support.
3. Retain grant seeking as an organisational priority. Proactively develop major project proposals from each country; co-create major project proposals with selected partners; generate issues- focused, regional proposals for the Asia-Pacific; implement an 'innovations challenge' to stimulate innovative proposals. Collaborate with the ChildFund European Union Liaison Office, ChildFund Alliance Grants Support Network and ChildFund International Asia Regional Office.
4. Maintain and strengthen bilateral partnerships with ChildFund Alliance members and grow support.
5. Investigate new development financing options that are emerging in the industry, in partnership with other organisations (e.g.: social impact finance; public-private partnerships; user pays arrangements; development impact bonds; shared value initiatives undertaken with the private sector).

STRATEGIC GOAL 5: Strengthen the organisation's agility, and ability to respond to change and opportunity

How?

1. Expand our range of partnerships with external parties in the pursuit of our key objectives, with specific attention to: Pacific expansion, regional projects, emergency response, private sector relationships, development finance, research and campaigning.
2. Design and implement project management and financial systems that can deal with multi- country and regional projects.

ANNEX F – Communications strategy

The following ideas that relate to communications were raised during the evaluation process.

Branding strategy: This branding strategy is fit for purpose. The branding plan locks ChildFund and World Rugby as partners via the Pass It Back and Get Into Rugby programs. Women Win, Asia Rugby, Australian Aid are recognized as secondary supporters. This branding plan is inconsistent with the partnership agreement that assigns each organization equal roles. If new investors enter the partnership or the partnership is taken to scale the branding plan may need to be revised.

Cultural Relevance: There are some signs that Pass It Back will need to adapt its vernacular to suit different situations. For example, Pass It Back has no logical translation in Japanese, Rugby refers to a brand of glue that is used for sniffing in Philippines, Unions cannot be formed by sports in Vietnam and the cartoon images in the resources are irrelevant to children in Japan. This can be addressed with a multifaceted communications campaign that targets specific demographics in response to formative behaviour change research. Likewise, strategies that respond to the diverse priorities of a partner are required to communicate the impact of the program to current and future partners.

“The program is not universal. It looks specific because it is meant to be for a specific audience. The vision should be universal. We need to make it easier for people to understand. Not many people know this program is linked to social skills. If we can make it more branded I could [expand the program] to many places.” Respondent, Asia Rugby

Communication for behaviour change: Currently, Pass It Back does not have a clear understanding of the motivations, barriers and opportunities that contribute to decisions to take part in the program. If this can be understood through formative behaviour change research, communication campaigns that address specific areas can be created.

“People aren’t doing sport for fun. They are doing sport because they get something out of it. It translates to something that is more important to the parents.” Respondent, Asia Rugby

Communication with parents: Gatekeepers, players and coaches in Vietnam all independently requested better communication channels between parents and coaches. The purpose for this communication is twofold:

- Helping parents understand rugby and the program so they are more willing to attend festivals.
- Creating relationships between the parents and the coaches so they can work together for the wellbeing the players.

One suggestion is that this could take place during the monthly coach meetings.

Social Media policy: Coaches have good access to social media. In most cases, the players are connected to the coaches via Facebook. In most cases this serves the purpose of organising activities and growing the popularity of Pass it Back in the community. There

are some reports of coaches posting inappropriate content on the site. Project officers in Vietnam believe this may not represent malicious intent, rather could be symptom of not understanding how to use the platform. ChildFund Australia is currently undertaking work on social media policies and this may be incorporated into Pass It Back.

Awards: Pass It Back has been shortlisted for the Beyond Sport Awards. The thesis behind entering the program for awards is that it increases the profile for the program, thereby making it more attractive to funders. Like all things in the communications strategy, the awards should be aligned with the overarching purpose for the strategy. If it is pursued, it is useful to consider the category, only enter if the judging is legitimate and the process is likely to pick a fair winner.

Channels: Pass It Back runs its own website, twitter, YouTube and Facebook platforms and currently has more than 17,000 Facebook followers and 205 twitter followers. The low number of twitter follower matches the low use of twitter and preference for Facebook by the participants. Pass it Back also can also access to the communication channels of partners including Asia Rugby, World Rugby, Women Win, the platform for sport and international development and others.

Content for news stories: As a novel, relatively innovative program, Pass It Back is often picked up as a unique story in mainstream aid/NGO sectors. For example, it was featured in DFAT's publicity for NGO Day and is profiled as a case study in ACFID and other industry documents.

Contribution to DFAT's Sport diplomacy strategy: Pass It Back has contributed to DFAT's sport diplomacy outcomes. For example, Australia Rugby Union supported an event in Vietnam by facilitating the travel of two members of the Australian Gold medal winning Rugby 7s team. The Australian Ambassador to Laos noted that stories and presentations about Pass It Back to business network meetings had a considerable impact, highlighting ChildFund's work in the country to business leaders.

Local to Global links: There are opportunities to further enhance local to global links by connecting clubs in ChildFund Alliance countries to do a range of activities.

ANNEX G – Excerpt from Pass It Back Learning Paper – #5 – ChildFund Laos OIS 2016

Pass it Back performs favourably in overall reviews of ChildFund activities in Nonghet. Among youth, approximately 26.5% of males and 25.5% of females participate in groups, clubs or organisations that are not compulsory. For children, it is 25.9% for boys and 42.9% for girls. While examples include sports, dance, creative arts and ChildFund Laos' children's club activities (such as child rights and filmmaking), and activities with the school Youth Union, the dominant activity is rugby (for children in SA4-Pha-En it was the only activity mentioned).

Based on the 2016 OIS data, the most significant gains in terms of participation have been experienced by the Girl Affinity Group via LA02-013, with Girl Affinity Group coverage at the PA level increasing from 5.9% to 42.9% between 2013 and 2016. Specifically:

- 67.2% (43/64) of respondents in the Child Affinity Group who met criteria for OI11-Participation stated rugby as their activity. (Of this 65.1%, 64.2% (28/43) are female.)
- 59.6% (31/52) of respondents in Youth Affinity Group who met criteria for OI11-Participation stated rugby as their activity. (Of this 59.6%, 58.0% (18/31) are female.)

During the VDPP many children spoke of wanting to play rugby in order be able to learn new skills, have the opportunity to participate in regular activities, meet people from other villages, and go to other places in Laos. A key theme in the VDPP among men and women is the lack of organised activities for children – i.e. that no one is around to, or they themselves are unable to, organise activities. Some spoke of needing “[an NGO] project to come” or “for Lao Rugby to do more work here” so that children and youth could participate in new activities.

ANNEX H – Sport for Development Program Priorities

Table 6-4: Illustration of comparative impact areas of sport for development programs

Organisation	Football and health program in the Pacific Islands	Multisport NGO in urban areas in India	Netball and life skills program run by an NGO	Pass It Back	Sport driven rugby and health program in the Pacific Islands
Investment	****	****	***	**	**
Scale	****	****	***	*	****
Impact - Sport Development Outcomes	****	**	***	****	***
Impact - Community Development Outcomes	***	*****	*****	*****	*

ANNEX I – Delivery Recommendations

Participants in the FGDs generally reported a very high level of satisfaction with Pass It Back. During the course of the evaluation, many implementation level recommendations were made. The project level recommendations are compiled here for use by the Pass It Back Secretariat.

- Coaches would like the opportunity to develop more rugby skills and have an opportunity to play rugby.
- There needs to be better communication between parents and coaches. The reasons for this are twofold. One reason is to help manage logistics of the program. The second reason is to help parents understand the purpose of the program and support their children's participation.
- Some coaches mentioned that it is appreciated if when trainers worked directly with the players and the players get a chance to learn new things from new people. To that end, coaches suggested a short refresher trained after they have had the chance to use their skills for a few weeks would be useful.
- Coaches in Nonghet requested frequent refilling of first aid supplies for grazes due to the type of ground Pass It Back (and all other sports) is played on.
- Commune officials in Kim Boi mentioned it is difficult to provide a VAT receipts for less than 20000 dong
- Kim Boi gatekeeper requested more or different uniforms for players during the rainy season.
- Almost every player asked for boots and shirts.
- Engage parents by organizing festivals close to where the parents live so they can spectate and consider running some Pass It Back sessions for partners so they can understand the program and learn the rules of the game.
- Almost every gatekeeper and many players and coaches requested that Pass It Back be introduced in communities clustered around the startup community so more people could take part and so there is a greater connection between the players.
- Involve schools more in delivering festivals.
- Understand that organizing festivals takes a lot of manpower and time and provide extra support where possible.
- Include a mental health first aid component in the first aid training.
- Continue to provide opportunities to travel outside the communities and form friendships with people from other places.
- Ensure that children have access to safe transport that is not overcrowded when it is necessary to travel between venues.
- Ensure coaches have sufficient food when they attend events away from home. To this end, consider the general nutritional health of players and ensure Pass It Back is playing a positive role.

- Raise awareness in the community of the program, focusing on its contribution to life skills.
 - Discuss conflict and competition between coaches.
 - In Kim Boi, there was a strong interest among coaches in becoming more skilled in being able to report and address child protection issues that take place outside of Pass It Back activities.
 - Coaches often reported being very nervous during the initial stages of training and gaining confidence in the later stages. Some more preliminary activities to ease coaches in to the situation may help. The games based approach is appreciated.
 - Seek out places where Pass It Back programming can be integrated into other areas of ChildFund activities.
-