

ChildFund Pass It Back: Driving Change and New Ways of Working

PROGRAM SUMMARY DATA

These figures are accurate to the end of January 2020:

	TOTAL
Number of Countries	4
Number of Sessions	32,744
Players Registered for a Season (attending at least 1)	18,473
Female Players Registered for a Season (attending at least 1)	10,036
Number of Coaches Trained	467
Number of Female Coaches Trained	256

In FY1920, the program was funded as follows:

	TOTAL
FY1819 Carry Over from Revenue Generation Activities (including RWC2019)	802,804 AUD
RWC2019 Revenue	575,295 AUD
Program Grants and Fundraising	200,869 AUD
ANCP	1,072,750 AUD
Sponsorship Allocations	723,335 AUD
TOTAL BUDGET	3,258,510 AUD
CARRY OVER	234,963 AUD

NOTE: these figures are based on the approved annual budget prior to the Q4 budget revision undertaken in response to COVID-19, including the cancellation of events in Japan.

INTRODUCTION

ChildFund Pass It Back and other associated Sport for Development interventions, have built ChildFund's reputation in the emerging Sport for Development space, created new opportunities for profile, revenue generation and partnership for the organisation, and most importantly, delivered evidence-based impact for children and their communities. All of these experiences have provided a rich learning ground for organisational reflection - this Learning Paper will focus on the elements of organisational programmatic learning, rather than those relating to organisational operations. It is hoped that this Learning Paper will also identify areas of interest ahead of a future strategic planning process and decisions around the role of Sport for Development in the organisation, noting that work in this area is heavily informed by the organisation's Sport for Development Approach.

Learning Paper findings draw on program monitoring and evaluation data including seasonal survey data, attendance data, registration data, qualitative data (case studies, change stories and journal entries), interviews, coach observation activities, coach training activities, and external evaluations which acknowledge that:

<p>“ChildFund Pass It Back... its approach and achievements make it a best practice example of transformative gender programming... As noted elsewhere in this report, the project has an explicit and high-level commitment to transformative gender programming.”</p>	<p>An external evaluation found the program to be ‘amongst some of the best in the world for connecting sport and development outcomes...There are significant impacts in quantitative indicators that connect to resilience, leadership, community connection, gender inclusion and safeguarding.’</p>
<p>ChildFund Australia, Organisational Gender Evaluation, 2019.</p>	<p>Bates, K., (2017), Pass It Back External Evaluation</p>

The following learning areas are highlighted:

1) Challenges Moving from Evidence of Intermediate Outcomes Resulting in Outcomes

Focusing on the ChildFund Pass It Back program¹, the program's Theory of Change (ToC) identifies the following outcomes for players and Coaches²:

Players

Outcome 1	Outcome 2
<p>Players ‘pass it back’ to their communities, sharing information with family and friends related to understanding gender, planning for the future, being healthy, feeling safe and rugby's values</p>	<p>Players have an expanded support network consisting of role models, safe spaces and peer support</p>

Coaches

Outcome 1	Outcome 2
<p>Coaches have increased voice, confidence, vision, ability to drive change and resilience</p>	<p>Coaches are active citizens contributing to positive social change</p>

Programming has been based on this ToC since 2015 - however, post 2015, ChildFund Australia instituted a new MEL Framework, which resulted in the program being re-positioned under the SEL Sector³ - ChildFund Pass It Back projects were consequently mapped out under the new SEL Framework with reference to associated outcomes and indicators⁴.

¹ The ChildFund Pass It Back program refers to the group of projects in Laos, Vietnam, Philippines, Timor Leste and Cambodia. Other projects that use modified forms of the curriculum are also referenced here, but they are named separately.

² Intermediate Outcomes are not directly discussed here, as data supporting the program's achievements of the intermediate outcomes can be found in Impact Reports.

³ Previously the program sat under the ChildFund sector recognised as resilience.

⁴ The finalisation of the SEL Framework is on-going.

This organisational refinement of sectors, along with regular monitoring and evaluation data and analysis has pushed the program to review impact both in terms of the SEL Framework and the program's ToC. As the program has developed, it is increasingly evident that the ToC is no longer sufficient to understand long-term impact in relation to program outcomes⁵. A strong evidence base clearly demonstrates positive change for children and youth participating in the program and the transfer of related attitudes and practices beyond the context of the program is also well documented in player and Coach peers groups, and households, however evidence of wider social change is not so evident - partly, but not only, due to the relative early stage of program implementation⁶. In reference to Coach ToC outcomes for example, whilst Coaches are well equipped with the knowledge, attitudes, and behaviours within program contexts - such as at session delivery, competitions and coach meetings - in contexts outside the program, when faced with different barriers and potentially more serious consequences from their communities for transgressing gender norms, greater challenges exist as Coaches (and players) attempt to demonstrate behaviours that are otherwise 'safe' or 'encouraged' within the program⁷.

Organisational Learning Considerations

The implications of this learning for broader programming relate to both outcomes identified for programs i.e. is positive behaviour change within a program environment 'success' or do additional steps need to be taken to look at how or whether change within a program is carried through to broader community change. This is fundamental to organisational thinking around program design and how the organisation presents evidence.

2) Creating a Culture for Gender Transformation

Key strategies have been employed to promote the role of women and girls across the program, which has resulted in 63% of Coach Group Leaders⁸ and 58% of current Coaches⁹ being female. For example, at all competitions, male Coaches are referees for female matches and female Coaches are referees for male matches. This small, but intentional decision, builds on the respect that is essential for a referee in sport - this decision i) enables the program to encourage respect for female authority and decision-making; ii) creates respect and support for female participation in sport and; iii) challenges the dominant narrative (and public perception) that positions of authority in sport should be male. In another example, all curricula are designed to ensure that girls and boys not only reflect on their own experiences, but also that of the opposite sex. This opportunity provides a platform for more understanding of the experiences of individuals and how gender expectations are shaped in specific communities.

Organisational Learning Considerations

Intentional decisions need to be taken at all levels of a program, not only during high-level design, but also at the detailed operational level to maximise program impact. In addition, the organisation needs to be vigilant in ensuring that internal practice and attitudes are not a barrier to gender transformation practices externally.

3) Light Touch vs. Rolls Royce Programming

The ChildFund Pass It Back program is ChildFund's most comprehensive Sport for Development intervention in terms of curricula contact time and monitoring and evaluation protocols. Over time, the organisation has developed a range of different intervention depths ranging from event-based interventions in Japan (DHL Cups with Asia Rugby) to shorter curricula-based interventions in Fiji (Get Into Rugby PLUS with Oceania Rugby) and PNG (Cricket for Good with ChildFund with the International Cricket

⁵ Any continuation of programming post FY1920 will seek to refine the program's Theory of Change.

⁶ The notion that a 5 year investment can be seen as in the early stages of implementation may be contested, however in the context of behavioural change, it can only be considered early.

⁷ Two Case Studies that highlight examples of relevant change are available [here](#) and [here](#).

⁸ Senior Coaches that provide management and support services to Coaches.

⁹ Coaches are aged predominately between 16 - 25 and are trained and supported to deliver the curriculum, facilitate life skills sessions, lead sport coaching and officiating, first aid, event management - as well as transferable skills around communication, negotiation and problem solving. This peer learning model ensures the curriculum is delivered in relevant languages and is contextually relevant to children.

Council, Cricket Australia and Cricket PNG). This demonstrates organisational flexibility around programming.

Looking at the shortest type of intervention (in Japan), a number of returning players focused on discipline and recycling/cleanliness as key learnings from their experience. Both of these areas were part of the content of the events and are considered to be key aspects of modern Japanese culture. A number of Most Significant Change stories (MSCs) and Coach Journal Entries (CJEs) document how players returned to their home countries and attempted to instil discipline and cleanliness within their spheres of influence - players told peers in their teams about being disciplined and caring for the environment and led changes to adopt better practices e.g. recycling, keeping the pitch clean, being on time and not littering. A key factor here is that players have been able to do this in a safe and supportive space, i.e. during program session delivery. This is important as it highlights that players express new knowledge and behaviours in safe spaces i.e. the spaces provided by the program's Coaches. Evidence also exists of players attempting to integrate or influence behaviours at schools and in homes, with varying levels of success, but their focus has been primarily on changing the behaviours of their team.

This example highlights a key difference in between the 'light touch' and the 'Rolls Royce' models. Sustaining behaviour change — which will ultimately contribute to social change — is not possible with a light touch model. This approach is capable of increasing knowledge and improving attitudes (see [Fuchu](#) and [Beppu](#) Event Impact Reports as examples), but it cannot sustain the positive behaviours without the provision of safe and supportive environments that will lead to opportunities to apply knowledge and attitudes, which in turn can lead to social change (or at least provide opportunity for social change).

Laos and Vietnam have benefited from the strongest work with Coaches - a number of Coaches have been engaged for a number of years. This has resulted in a cadre of Coaches that maintain a 'program culture' both in and beyond the program. This culture is built on the efforts of the program to mainstream gender equity, support the realisation of rights, promote inclusion and develop youth leadership and learning. Despite this, the previous section on gender and leadership outcomes questioned the effectiveness of the current model to bring about wider social change. It highlighted that change can be nurtured in program contexts, but that — at present — the program is not well equipped to influence, track and understand impact on social change outside of program contexts.

Organisational Learning Considerations

ChildFund could clearly define the parameters of different intervention depths, and expectations around outcomes, as well as considering which depths of intervention are acceptable for which purposes and whether interventions seeking to only impact knowledge and attitudes (not practices and behaviours linked to wider social change) are an appropriate use of resources (and if so, which type of resources).

4) Investment Realities

ChildFund is committed to change within and across communities, not only within and across program activities. As highlighted above, despite the fact that in Laos and Vietnam ChildFund Pass It Back has been implemented for around 5 years, from a wider impact perspective i.e. the transition of impact within the program to community, implementation is still in early stages when looking at the program through this lens. The development of strong community role models, and the opportunity for players to transition to these roles, takes time well beyond ChildFund's usual program investments of 3 years. This program highlights that establishing a culture that permeates beyond program boundaries requires time and ongoing investment and support for programming, but more importantly for individuals within a program¹⁰.

¹⁰ Annex 1 shares the story of a player that became a Coach and some of her own reflections relevant to the importance of taking time to establish a strong program environment built around support networks. A female Coach also explains what this change means for her: 'I have seen that many [girl] players, before learning the Understanding Gender Module, would think that it's a given that a woman should spend their time raising

Organisational Learning Considerations

For investments where community-based human capability development is key, it is critical to consider within program design how that support will be provided (i.e. structured learning and progression opportunities), how it will be resourced and what timeframes will deliver the impact the organisation seeks. When dealing with power and attitudinal change, the underpinning issues around many of the complex challenges ChildFund has committed to addressing for children and their communities, long-term programming consistency is essential, along with a movement away from awareness raising initiatives that do not seek to change behaviour or make the assumption that access to information will automatically result in behaviour change. In consideration of this, should ChildFund review its assumptions - including resourcing and timeframes - about how behavioural change is achieved across its programming portfolio and should ChildFund consider embedding SEL programming within overall programming to develop our capacity to plan, implement and rigorously measure behavioural change?

5) Developing New Partnership Muscles

The ChildFund Pass It Back program (and other projects stemming from that) has created an opportunity to develop a whole range of partnerships with non-traditional stakeholders, in particular corporates (with a focus on their branding rather than CSR commitments) and sports organisations. Whilst the organisation has pursued these partnerships to successfully deliver more impact, there needs to be increased investment in the acquisition of specific skills sets to deal with these new stakeholders and the environments in which they work, and ensuring that the organisation has the resources in place to cultivate these relationships successfully.

Organisational Learning Considerations

If the organisation wants to continue engaging with these stakeholders through Sport for Development work, consideration needs to be given to the skill sets needed to maximise opportunities - these skills may not already be within the organisation as they are outside ChildFund's business as usual parameters. With the engagement of a Partnership Advisor, the organisation may also benefit from thinking about different types of partnerships - it may not always be necessary (or effective) to create program partnerships where contractual arrangements may deliver better outcomes. This needs to be managed carefully with DFAT and organisational compliance requirements, but a more nuanced approach to partnership may yield impact and efficiency benefits. In addition, the consideration of a wider range of legitimate partners in countries should be considered, particularly when building on established national systems.

6) Replication Successes and Failures

ChildFund's Sport for Development investments (in general) have been performing well in terms of meeting organisational commitments around program standards and partnership in-line with the organisation's Sport for Development approach. The lessons learned in adapting curricula, developing comprehensive monitoring and evaluation tools and systems (including the use of Salesforce and app technology), leadership pathways, safeguarding and partnership are significant. However, whilst there is strong evidence of these lessons being incorporated into programming within the influence of the Regional Office, much more could be done to ensure they are incorporated into wider organisational programming. This is linked to a mismatch of skills across the organisation for this type of programming, with limited SEL and Sport for Development experience currently available to the organisation. As an example, in all of the Country Offices in which ChildFund Pass It Back operates, responsibilities have been given to willing and competent individuals, but often with limited relevant experience. In turn, this results in Country Office processes often repeating mistakes that the Regional Office has already made and mechanisms to address this by better sharing information are not yet in place. It also means that discussions usually focus on the

children and taking care of the family...After the sessions, I could see that their views had changed; they now believe that both parents should share the housework, earn money, and manage the household expenses together...Some players...talked to their fathers about sharing the house work. They might not be able to change others' opinions in a day or two, but if they persist, their fathers might one day change their ways. And, when these players grow up, they can take charge of their own lives and restore equality between males and females.'

vehicle of ChildFund Pass It Back (tag rugby) rather than the development outcomes around gender, planning for the future, sexual and reproductive health and preventing violence.

Organisational Learning Considerations

As the organisation starts to work towards the next organisational strategic plan, opportunities may exist to have a range of high quality 'products' that respond to specific development needs, rather than developing new 'products' when the same development needs are identified in a different community or country. This has the potential to significantly increase the quality and efficiency of the organisation's work, whilst also allowing a more focused use of resources when needs are identified that the organisation may need to develop a new tool to engage effectively with.

KEY LEARNING

This Learning Paper draws predominately on the perspectives and experiences of Regional Office staff and project implementation staff sitting with Country Offices or partners. At the operational level, protocols are in place to ensure that project level reflections on data are regularly occurring, including by Coaches. At the strategic level, this Learning Paper has provided an opportunity to create discussion around how to make use of learning through ChildFund Pass It Back at the organisational level. Much of this discussion will be taken forward in next phase planning from FY2021.

CONCLUSION

As outlined above, a wealth of learning has been generated by ChildFund Pass It Back around a variety of areas, including programming, partnerships and models of operation which have relevance beyond the ChildFund Pass It Back program. The learning captured in this paper is timely as ChildFund Australia moves forward with the development of a new organisational strategic plan and as opportunities to grow the program (especially in the Pacific) are pursued ahead of the Rugby World Cup 2021 in New Zealand. In addition, with the current ChildFund Pass It Back project in Laos and Vietnam due to finish at the end of June 2020, key learning can be applied to the development of new project proposals.