

Evaluation of two Australian Rugby Union sports recruitment programs

Final Report

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Abbreviations and acronyms

ARU	Australian Rugby Union
CATI	Computer Assisted Telephone Interview
GD	Gala Day
PE	Physical education
SEIFA	Socioeconomic Index for Areas
SES	Socioeconomic status
TR	Try Rugby
ACT	Australian Capital Territory

Executive summary

ARTD Consultants was engaged by NSW Sport and Recreation, Office of Communities to evaluate two junior Australian Rugby Union (ARU) rugby sport recruitment programs: the *NSW State Primary Schools 7s Day* delivered in Hawkesbury NSW (referred to in this report as a Gala Day) and the *Come and Try Program* delivered in Forest NSW (referred to in this report as the Try Rugby program). The focus of the evaluation was on how well the programs were implemented, the characteristics of participating children and families, and the impacts of the programs on the participants.

The evaluation design was based on a program logic model developed in an earlier project, and used mixed data collection methods, including parent surveys (before and after the programs), focus groups with children participating, interviews with parents, rugby club members, teachers and ARU staff, and administrative data. The methods were implemented as planned, although there were some limitations, including lower numbers of children participating due to the unexpectedly low numbers of schools and children who took part in Gala Day, the lack of administrative data and the lower than expected response rate for the parent baseline survey (50% of all parents) and three month parent follow up survey (30% of all parents). Nevertheless, we are confident that this research provides a sound basis for further work in this area.

Overall findings

In summary

A total of 167 children (Gala Day n=97 and Try Rugby n=70) took part in the two programs. The majority of the participants were boys (90%), many of whom played and were registered for sports other than rugby.

Parents and children were satisfied with the programs—almost all parents agreed that the program was a valuable experience for their child and that their child enjoyed the program. Children in the focus groups also said they enjoyed the program. Teachers agreed that the Gala Day was well run, and parents reported that the Try Rugby program ran smoothly. Children wanted to keep playing rugby after the programs; and three months later, more than three-quarters of children across the two programs were still playing rugby regularly. More than half of the children (52%) who had played since the program had *not* previously played rugby—17% of Gala Day participants with no previous experience of rugby went on to keep playing, compared to 63% of Try Rugby participants with no previous experience of rugby. Data from the host rugby union clubs shows that following participation in the programs, four Gala Day and 25 Try Rugby participants registered as new club members.

Parents face a range of barriers supporting their child to play rugby, including cost, lack of time and knowledge about how to access sports clubs and facilities and concerns

about safety. The two programs do not contribute to reducing the barriers to participation and, particularly for Gala Day parents, may make parents more aware of the barriers.

The two programs were successfully implemented, but there were some challenges

Gala Day

Eighteen of the 38 schools contacted by the ARU in the Hawkesbury region expressed initial interest in participating in the Gala Day (47%); of these, 10 (26%) committed to taking part. But half of these schools (n=5) pulled out in the days leading up to event, citing a timetable clash with an inter-school sports carnival, and only five schools participated. The schools that participated were a mix of independent (n=2), public (n=2) and Catholic (n=1) schools. More children from independent schools had previously played rugby, typically as part of a competitive team at the school. The ARU database does not include information on the 20 schools that were not interested in participating.

All stakeholders agreed that the Gala Day was well run, with sufficient club and volunteer resources available to make the day a success. Before being approached to host the event, the Hawkesbury club decided not to run an Under 12 team in 2013. This probably contributed to a low numbers of Gala Day participants registering with the club following the Gala Day—many of the participants were in the Under 12 age group.

Try Rugby

The Try Rugby program reached almost as many participants as expected. The host rugby club successfully promoted the program to parents, and distributed ARU merchandise to participants. Stakeholders confirmed that sufficient club resources were available to support the program. Bad weather had some impact on attendance with one session postponed and the replacement session was poorly attended.

The two programs attract different participant profiles

Children who participated in the Try Rugby program were significantly younger than their Gala Day counterparts ($p < 0.001$). Other differences between the two groups—including the significantly higher proportion of Gala Day participants who had previously played rugby ($p < 0.001$) or who were registered to play other sports ($p = 0.01$)—are probably due to the Gala Day participants' older age.

The programs were not the first experience of rugby for many Gala Day participants (64%) and some Try Rugby participants (23%), but the context in which the children had previous played rugby was different. More than half of the Gala Day participants (54%) had played rugby at school as part of a competitive team or as part of general sporting activities at school, but none of the Try Rugby participants had played at school prior to the program, most likely because they were younger. Before the program, more than one in four Gala Day participants (27%) and Try Rugby participants (25%) were registered to play rugby with an organised team or sports club.

There are clear differences in the characteristics of families whose children participated in the two programs. Try Rugby families are ‘within the tent’: compared to Gala Day participants, they consume more rugby media, have more friends who play rugby or go to games, and were significantly more likely to support their child to keep playing rugby ($p=0.012$) or encourage their child to play rugby for at least one season ($p=0.001$). Try Rugby parents were of higher socio-economic status (SES) compared to Gala Day parents which may be related to the different geographical areas where the programs were delivered.

Across both programs, most families (84%) did not change their pre-program intention about whether their child would play rugby after the programs. Five children (10%) whose families had previously said they did not intend for their child to play rugby had continued to play rugby after the program.

Parents face a range of barriers to supporting their child to participate in rugby, and the two programs do not reduce these barriers

Parents of Gala Day or Try Rugby participants reported an average of 1.4 moderate or significant barriers to their child participating in rugby. These barriers—lack of time, costs, lack of knowledge and concerns about safety—were typically higher for Gala Day families. The programs also did not substantially improve parents’ knowledge about how to access sports clubs and facilities; nor did they resolve parents’ concerns about safety or the costs of participation. Almost two-thirds of Gala Day families (62%) and more than one-third of Try Rugby families (38%) perceived *more* moderate or significant barriers after the programs than they did before them.

At baseline, one in four parents surveyed said they ‘didn’t know’ if they wanted their child to keep participating in rugby after the programs: lack of time and knowledge was a barrier reported by half of the parents in this group. Compared to Try Rugby parents, significantly more Gala Day parents who ‘didn’t know’ if they wanted their child to keep participating reported (as a moderate or significant barrier): not knowing how much it costs to participate ($p=0.02$), the cost of uniforms and footwear ($p=0.04$) and the cost of the registration fee ($p=0.02$).

The barriers to participation that apply to rugby, notably parent’s lack of time and money, also apply to other sports. Strategies that the ARU may wish to consider implementing to overcome barriers include providing transport to and from training or games (e.g. car roster systems or centralised bus service from convenient locations, including schools) or sports libraries, from which children can borrow equipment.

Most children wanted to keep playing rugby and some registered with a rugby club for the first time after participation in the programs

According to their parents, three-quarters of children from both programs wanted to keep playing rugby after their Gala Day or Try Rugby experience. Approximately half of Gala Day and Try Rugby participants have played rugby at least once since the program and of these, almost all (90% of Gala Day and 100% of Try Rugby participants) were still

playing rugby regularly (at least once a week) three months after the programs finished. More Gala Day participants who were still participating were playing at school, whereas Try Rugby participants were playing with a registered club. Data from the host rugby union clubs shows that following participation in the programs, four Gala Day and 25 Try Rugby participants registered as new club members.

Conclusions, lessons and implications

This research project represents the first step in learning more about youth-targeted sports recruitment programs. The evidence shows the programs achieved the aim of providing a positive experience of rugby, although for many children, the programs were not their *first* experience of rugby.

The aims and objectives of the two programs are not clearly defined—is the aim to interest more children in playing rugby at school, convert school rugby players to registered club players, or interest children who do not play at school to join a club? As they are currently implemented, the Gala Day and Try Rugby programs are predominantly reaching children who have already played rugby, or whose families are ‘inside the tent’ and intend for them to play rugby in the future. If the programs’ objectives are to *broaden* the reach of rugby, rather than to strengthen the participation of those already engaged, the ARU will need to do more to reach children and families with little or no experience of rugby.

Rugby clubs play a role in both programs, but a greater role in Try Rugby. It is important for the ARU to work with clubs that have the appropriate resources and commitment, and can provide the right opportunities for participating children to play club rugby.

The recruitment programs studied are not decreasing parents’ perceived barriers to their child’s participation in rugby, which are also those commonly found for other sports—costs, lack of time, lack of information and safety concerns. More will need to be done to address these barriers, particularly for parents of low socioeconomic status. Playing another sport was also found to be a significant barrier to playing rugby regularly, mainly due to lack of parents’ time and costs involved. Targeting younger children for recruitment programs may result in more commitment to play rugby, since they are not yet committed to other sports. There were a number of new rugby club registrations following the programs—it seems likely that participation in the recruitment program influenced this to some extent.

In order to monitor the ongoing success of the programs the ARU would need to ensure more systematic data collection on a broad range of participant variables, including age, gender and previous experience of playing rugby. This data can be also be used to systematically evaluate program outcomes. Collecting detailed information on costs involved in implementing the programs will enable a better assessment of whether the time and resources required are appropriate for the outcomes achieved.

1. Introduction

NSW Sport and Recreation, Office of Communities and the Australian Rugby Union (ARU) contracted ARTD Consultants to undertake exploratory research to understand the effectiveness of two youth-targeted sports recruitment programs for junior rugby, the *NSW State Primary Schools 7s Day* (referred to in this report as a Gala Day) and the *Come and Try Program* (referred to in this report as the Try Rugby program). This research represents a new research area for both NSW Sport and Recreation and the ARU and for Australian junior sport recruitment programs more broadly.

This section introduces the concept of youth-targeted sports recruitment programs, and how these programs are expected to work, the need to better understand the effectiveness of such programs, and the factors that lead to their success. Both these concepts are important in defining the current research project, its objectives and key research questions.

1.1 Youth-targeted sports recruitment programs focus on increasing lifelong participation

Young people's participation in sport is linked to many positive outcomes including increased physical health and fitness, improved confidence and self-esteem,^{1,2} and ongoing participation in active living (including sports participation) into adolescence and beyond.³ These wide-ranging benefits mean physical activity is sometimes called the 'best buy' in public health.⁴

But the number of children and young people participating in physical activity—and organised sport in particular—is decreasing.^{5,6} There is also a trend towards sedentary activities, specifically screen time (i.e. television computers and e-games) associated with an increased risk of overweight and obesity.⁷ The Australian Government acknowledges the need for more young Australians to participate in sport, and has proposed a number of strategies to address this.⁸ One of these strategies is to support youth-targeted sports recruitment programs. These programs aim to provide a positive

¹ Inchley, J. (2013). Let's get physical: a public health priority. *Perspectives in Public Health*, 133(2), 92-93.

² Zullig, K., & White, R. (n.d.). Physical Activity, Life Satisfaction, and Self-Rated Health of Middle School Students. *Applied Research Quality of Life*, 6, 277-289.

³ Laasko, L., Telama, R., Nupponen, H., Rimpela, A., & Pere, L. (2008). Trends in leisure time physical activity among young people in Finland, 1997-2007. *European Physical Education Review*, 14(2), 139-155.

⁴ Morris, J. (1994). The role of exercise in the prevention of coronary heart disease: today's best buy in public health. *Medicine & Science in Sport & Exercise*, 26, 807-13.

⁵ Dollman, J. (2005). Evidence for secular trends in children's physical activity behaviour. *British Journal of Sports Medicine*, 39(12), 892-897.

⁶ Australian Bureau of Statistics. (2012). *Children's Participation in Cultural and Leisure Activities, Australia* (No. 4901.0). Canberra: Australian Bureau of Statistics.

⁷ Australian Sports Commission – Children & Sport – Part 3: Literature Review. Accessed online 8th July 2013: http://www.ausport.gov.au/_data/assets/pdf_file/0003/115338/childrenpt3litrev.pdf

⁸ Australian Government. (2010). *Australian Sport, The Pathways to Success*. Canberra: Commonwealth of Australia.

initial experience of participation and to be delivered at little or no cost to young people or their families to minimise financial barriers to participation.⁹

Beyond encouraging physical activity and sports participation, sports recruitment programs extend additional benefits to sporting organisations. The programs can help identify talented young people with the potential to excel in the sport. They are also a way of strengthening and broadening the membership base of sporting organisations and local clubs. Often, the programs target young people who do not already play the sport.

1.2 Building an evidence base to support the effectiveness of sports recruitment programs

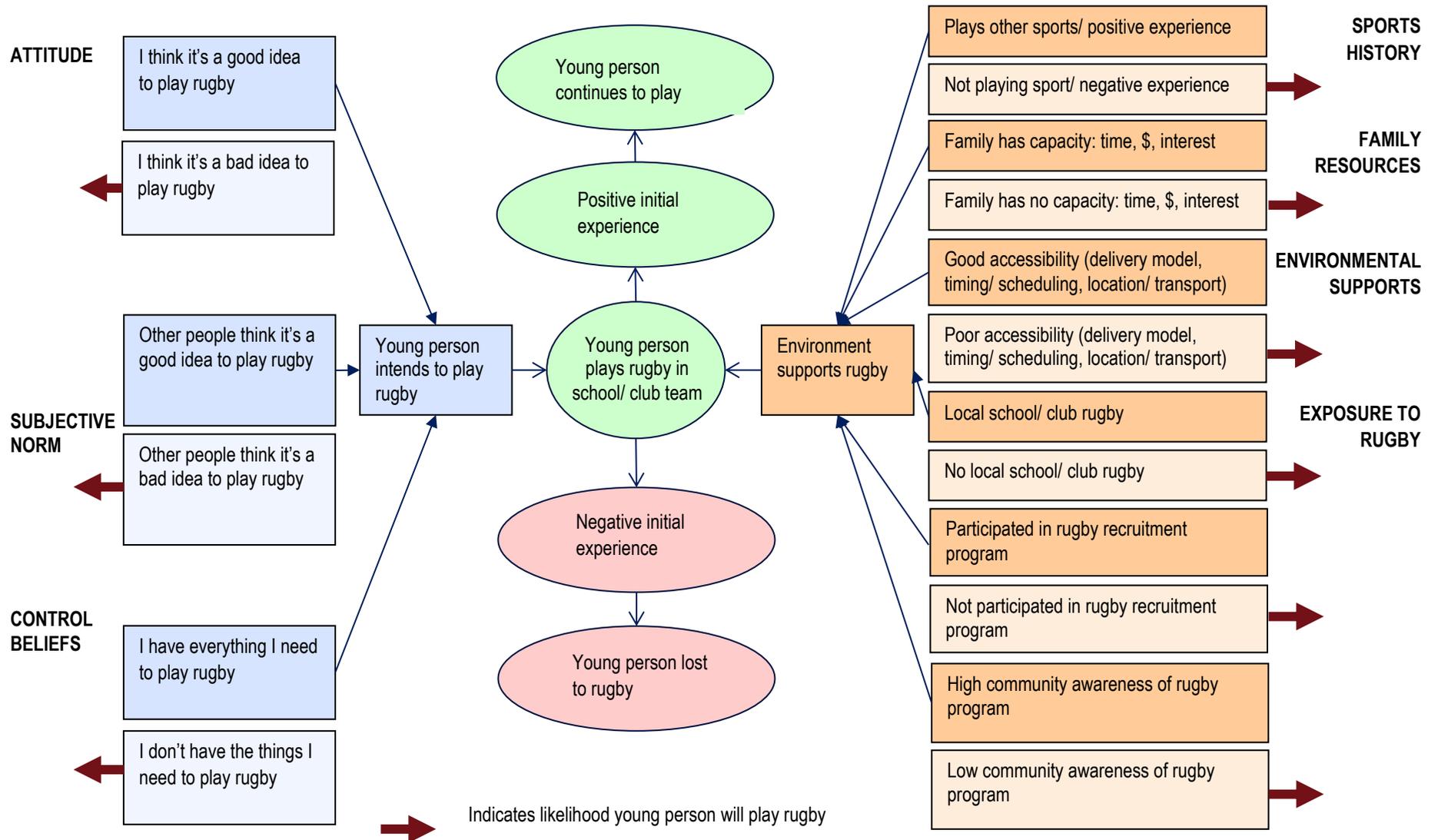
Little is known about how effective these programs are at increasing participants' ongoing engagement in sport. Organisations delivering recruitment programs generally do not have the infrastructure (personnel and resources) to track the long-term sporting habits of their participants and there is limited public data on what program components make them successful.

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There is a broad range of external factors that theoretically affect the success of sports recruitment programs engaging young people (See Figure 1). For example, a child who lives close to a local sports club may be more likely to engage in regular sport after participating in a sports recruitment program than a child who does not. A child with parents who have a positive attitude towards their child participating in sport may also be more likely to engage in sport after the event than a child with parents with a less positive attitude. But there is limited evidence to show the size of the impact on ongoing participation.

⁹ Hardy LL, Kelly B, Chapman K, King L, Farrell L (2010) Parental perceptions of barriers to children's participation in organised sport in Australia. *Journal of Paediatrics and Child Health*, 46(4): 197–203.

Figure 1. Factors contributing to young people playing rugby



1.3 Current ARU strategies to encourage participation in rugby

Recently, the ARU reviewed its junior recruitment programs and now delivers two programs that focus on encouraging children aged 5 to 12 years to participate in rugby union: the Try Rugby and Gala Day program. Through these programs, children participate in modified rugby games with appropriate levels of safety and skills development for their age.

Try Rugby is a four-to-six-week program for six to 12 year olds, which is run through local rugby clubs and delivered by volunteers and ARU-paid staff. It aims to support development of sports skills and rugby-specific skills in a fun, welcoming atmosphere. Children play modified rugby games, with age-appropriate safety levels and skills development activities. Try Rugby takes place in the evenings or on Saturday mornings and parents attend the day.

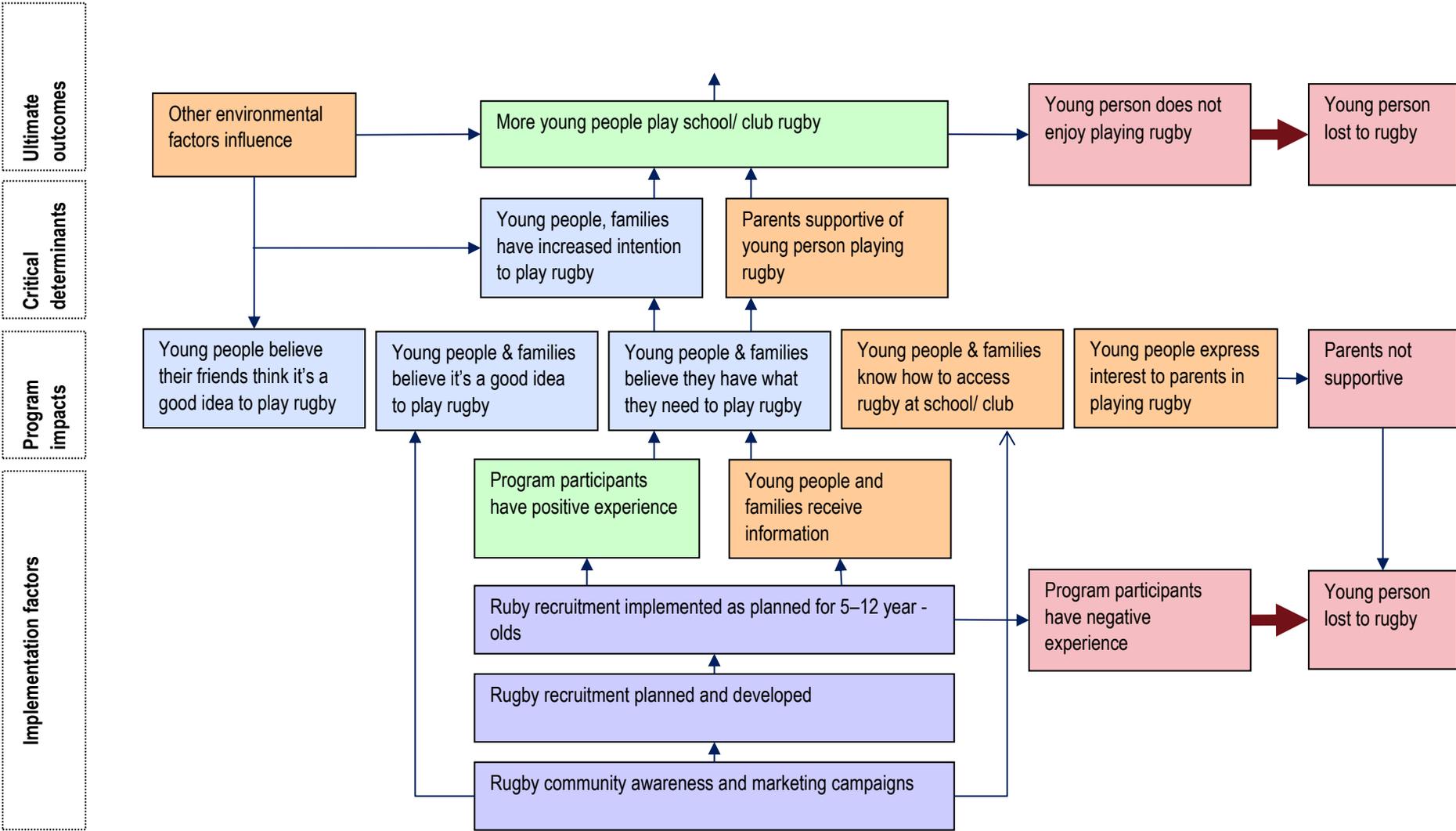
Gala Days work with schools to enable primary school-aged children to attend a one-day rugby event at a local junior rugby club. On the day, students participate in a rugby tournament. The top-scoring teams go through to state and national Gala Day events. Gala Days occur during school time and parents typically do not attend these days.

1.3.1 How the programs are intended to work

The Try Rugby and Gala Day programs aim to provide children, families and schools with a positive experience of rugby. Figure 2 shows the program logic for these two rugby recruitment programs, which was developed in a previous project for the NSW Sport and Recreation, Office of Communities.

The logic diagram shows that a child's first, positive experience potentially leads to more children being recruited to play rugby. Then, by perpetuating that positive experience with appropriate support, children will be retained as regular rugby players. By continuing to play rugby, children will improve their fitness, learn about teamwork and interact socially with other players. Through recruitment and retention rugby clubs and the ARU will have the opportunity to identify new talent.

Figure 2. Program logic model for Rugby Recruitment Programs for 5 to 12 years olds



1.4 This research project

The ARU and the NSW Sport and Recreation, Office of Communities, following best practice, needed to better understand the recruitment and retention outcomes of the Gala Day and Try Rugby programs, and what it is about these programs that make them successful.

The current research project is novel and exploratory and represents a new direction of investigation for the ARU and NSW Sport and Recreation, Office of Communities. To test the efficacy of junior rugby recruitment this project focused on the delivery of two ARU events in March 2013 in two locations: the Gala Day (delivered in Hawkesbury, NSW) and the Try Rugby program (delivered in Forestville, NSW).

The research project is a starting point for potential future work by the NSW Sport and Recreation, Office of Communities in a range of junior sports. It explores approaches to sports recruitment programs and uses data collection tools and processes that can potentially be used to evaluate sports recruitment programs in the future.

1.4.1 Key research questions

The three key areas of inquiry were as follows.

- Program implementation: How well were the two programs implemented?
- Program participation: What is known about the types of children and families who participated?
- Program impacts: What impact did the two programs have on children and their families and what factors influenced the programs' success?

The evaluation questions for each area of inquiry are listed in Table 1 below.

Table 1. Key evaluation questions

Key evaluation questions	
Program implementation	
1	Was the Rugby Recruitment Plan delivered as planned (implementation fidelity)?
2	What delivery option was used? (Development staff with club volunteers, development staff with club and ARU sourced staff etc.)
3	What promotion was undertaken? How and where were materials distributed? Were promotional visits undertaken to schools? What information was provided to participants and parents prior to the program?
4	Was a database of players, coaches and schools in the targeted area available? How was this used?
5	Was the required personnel and equipment available on the day? What was missing and what impact did this have?
5	What was the extent (number) and quality of involvement of local rugby clubs and their volunteers?
6	What strategies did the Development Officer use to gain the involvement of the local rugby club?

Key evaluation questions

- 7 Was a good quality venue used? If not, how did this impact on delivery of the program?
- 8 What was the perception of school teachers of the quality of delivery of the program?
- 9 What was the ratio of coaches to participants? Was this as planned? What impact did any differences between planned and actual ratios have?
- 10 What were the total resources committed to the program?
- 11 Was the cost of the program acceptable to participants?

Program participation

- 12 How many target audience members (children aged 5-12) participated in the program?
- 13 Were planned participation numbers achieved? What was the difference between planned and actual numbers?
- 14 How many schools participated, sent students on the day? How many teachers participated? Why did the schools participate?
- 15 How many volunteers or others participated in the program? What value did they add?

Program impact

- 16 What did participants know about rugby prior to participating in the program?
- 17 What proportion of parents reported that their child had a positive experience during the recruitment program?
- 18 How did children describe both the positive and negative aspects of their experience of the program?
- 19 What were the perceptions of administration and coaching staff about the experience of participants and parents?
- 20 What proportion of parents reported being satisfied with the program?
- 21 What proportion of school teachers participating/sending students reported being satisfied with the program?
- 22 Was there an increase from before to after the recruitment program in the proportion of parents who:
 - Believed that playing rugby is a good idea (for their child)
 - Believed that other people think it's a good idea to play rugby
 - Believed that they have all they need (knowledge, skills, access) to play rugby
 - Intended their child to play rugby?
- 23 Was there an increase from before to after the recruitment program in the proportion of parents who:
 - Knew how to enrol their child in rugby
 - Knew what was involved in their child playing rugby including where they could play
 - Knew how much it would cost for their child to play rugby
 - Had sufficient money to pay the costs of their child playing rugby
 - Would be able to transport or arrange transport for their child to play rugby
 - Would support their child to play rugby?
- 24 What proportion of parents reported receiving new information about how to enrol their child in rugby at their school or local club as a result of the program?
- 25 What proportion of parents was aware of the presence of the local rugby club and learnt something about the club?
- 26 What proportion of participants told their parents that they wanted to play rugby after participating in the program?
- 27 What proportion of parents reported that their child received a certificate or invitation to a future recruitment opportunity after the program? What proportion of parents reported having the intention to take up this offer?
- 28 What proportion of teachers involved in the program reported an intention to encourage their students to play rugby?

Key evaluation questions

29 How did children describe their intentions about playing rugby after the program?

Program outcomes

30 What proportion of program participants had participated in another rugby recruitment program within 3 months after the program?

31 What proportion of program participants joined a rugby club within 3 months of participating in the program?

32 What proportion of program participants played rugby at school within 3 months of participating in the program?

33 What proportion of teachers involved in the program reported promoting rugby at their school?

Influencing factors

34 What proportion of parents reported that their family had previous experience playing rugby? What proportion of parents reported that they or other family members followed rugby?

35 What proportion of participants currently attends a school that offers rugby?

36 What proportion of parents report that their child has tried playing rugby prior to participation in the program (at school, at previous recruitment program, at club, other)?

37 How did parents find out about Try Rugby?

38 Had parents thought about their child playing Rugby before seeing advertising for Try Rugby or general advertising for Rugby? Did the advertising impact on their thoughts about child playing rugby?

39 How do parents and participants describe their prior experiences of rugby?

40 What do parents see as the barriers to their child playing rugby?

41 What proportion of program participants are currently actively participating in organised sports at school or in the community?

42 What proportion of program participants are currently members of other sports clubs?

43 How do children describe their experiences of participating in other sports? How do these experiences compare to their rugby experiences?

44 What proportion of program participants stopped involvement in another sport within 3 months of participating in the program? Was this related to commencing participation in rugby?

1.5 Summary of methods

The evaluation design was developed from a program logic and used mixed methods (qualitative and quantitative data sources), with a pre-post comparison of parent survey data. Similar data collection methods were used for both the Gala Day and Try Rugby programs, with some variations to account for the different timing of the two events and ways the programs are administered. Data collection for both programs occurred between February and June 2013.

The methods used are summarised in Table 2 below, and are detailed in Appendix 1. Overall, the methods were implemented as planned, although fewer children than anticipated took part in the Gala Day. We are confident that this work provides a sound basis for further work in this area.

Table 2. Summary of methods

Method	Sample	Analysis	Strength of findings
Baseline (paper) parent survey	<ul style="list-style-type: none"> ▪ Distributed in hard copy to all Gala Day participants (N=97) who agreed to participate; all parents involved in Try Rugby (N=81) ▪ The survey explored: demographics of participating families, parental intentions of their participating child playing rugby in the future, perceived barriers to playing rugby for the child who participated in the program, current sports played by the child participating in the program. 	<ul style="list-style-type: none"> ▪ Quantitative analysis in SPSS Version 21.0 ▪ Means and proportions calculated for each variable, stratified by rugby program ▪ T-tests to test the difference between continuous variables ▪ Fisher's exact (Chi squared) test to test the difference between categorical variables ▪ Paired t-tests to compare pre-post data ▪ Frequency analysis of open-ended survey responses ▪ A p-value of less than 0.05 was used to indicate significant differences between groups. 	<p>Moderate</p> <ul style="list-style-type: none"> ▪ Fewer participants in Gala Day program than expected ▪ 51% (N=91) of all parents responded (GD n=47, 48%; TR n=44, 54%) ▪ Good data completeness for parents who did complete the survey
Follow up parent survey	<ul style="list-style-type: none"> ▪ All parents (N=69) who consented at baseline to be followed up contacted 3 months after the event ▪ The survey explored: parents' views on the two sports recruitment programs, whether the child who participated in the program is playing rugby or other sports and why/ why not, perceived barriers to playing rugby for the child who participated in the program. 	<ul style="list-style-type: none"> ▪ Quantitative analysis in SPSS Version 21.0 ▪ Means and proportions calculated for each variable, stratified by rugby program ▪ T-tests to test the difference between continuous variables ▪ Fisher's exact (Chi squared) test to test the difference between categorical variables ▪ Paired t-tests to compare pre-post data ▪ Frequency analysis of open-ended survey responses ▪ A p-value of less than 0.05 was used to indicate significant differences between groups and pre to post. 	<p>Moderate</p> <ul style="list-style-type: none"> ▪ 28% (N=50) of all parents initially contacted completed the follow up (GD n=26, TR n=24) ▪ Good rate of follow up among parents who consented to be followed up (72%) ▪ Good data completeness for parents who did complete the survey
Focus groups with children	<ul style="list-style-type: none"> ▪ 36 children (30 male, 6 female) participating in Gala Day or Try Rugby ▪ Children purposively selected to ensure a mix of age and genders represented 	<ul style="list-style-type: none"> ▪ Focus group transcripts coded against qualitative coding framework in QSR Nvivo Version 10.0. ▪ Explored key themes, similarities and differences in responses across participant groups (program and child characteristics, including age and gender) 	<p>Moderate</p> <ul style="list-style-type: none"> ▪ Participants represent 20% of all GD and TR participants ▪ Purposive sample selection to ensure a mix of age and genders
Teacher surveys	<ul style="list-style-type: none"> ▪ 5 teachers (one from each school participating in Gala Day) 	<ul style="list-style-type: none"> ▪ Quantitative analysis in Microsoft Excel ▪ Means and proportions calculated for each variable ▪ Frequency analysis of some open-ended survey responses (i.e., open responses on other sports played by children participating in the programs) 	<p>Weak</p> <ul style="list-style-type: none"> ▪ Small sample size, although represents all schools at Gala Day

Method	Sample	Analysis	Strength of findings
Key stakeholder interviews	<ul style="list-style-type: none"> Semi-structured interviews with coaches, club members, volunteers and ARU staff (N=12) 	<ul style="list-style-type: none"> Focus group transcripts coded against qualitative coding framework in QSR Nvivo Version 10.0. Explored key themes, similarities and differences in responses across participant groups 	<p>Weak</p> <ul style="list-style-type: none"> Small sample size, although represents most groups involved in implementing the programs
Review of administrative data	<ul style="list-style-type: none"> Program registration data Pre- and post-program club registrations Estimates of merchandise/ infrastructure/ staff costs for each program 	<ul style="list-style-type: none"> Quantitative analysis in Microsoft Excel Frequency analysis of participation numbers, by program 	<p>Weak</p> <ul style="list-style-type: none"> Try Rugby <ul style="list-style-type: none"> Program registration data does not match ARU records of number of children who participated No demographic data or data on whether children were already registered with a club No data on number of children who registered with clubs other than Forest Junior Rugby Union Club after the program Gala Day <ul style="list-style-type: none"> Program registration data includes some demographic data (age group, gender, registered with a club), but inconsistent data quality across schools ARU database of schools contacted does not include data on schools that did not participate, limited information on the extent of contact (e.g. hours, number of contact attempts) per school

1.6 Confidence in the findings

The methods were implemented as planned within a 'real world research' environment. The following issues were encountered.

- **Single case studies of each program.** The two programs were very different in terms of the demographic characteristics and previous rugby experience of children and families that took part, the rugby union clubs that hosted the programs and the socioeconomic status of the areas in which the programs were delivered. Because there were only two geographical areas, it is unclear whether the differences that exist between the two cohorts of participants were due to the programs, or whether they were confounded by place. It is also difficult to determine to what extent the two programs being studied are examples of all other implementations of the two programs.
- **Lower than expected number of participants.** Fewer schools took part in Gala Day than expected. This means that our parent survey was underpowered; we have calculated the statistical significance of differences between parents whose children participated in the two programs, but these significances need to be interpreted with caution and further research should be done to confirm the observed patterns.
- **Less administrative data than planned.** We had anticipated that administrative data—at minimum, the demographic characteristics of children who took part in the programs—would be available to support the research. However, the administrative data was not complete and the strongest source of data about the children and families who participated was our parent survey data. Whilst this data is broad, only half (51%) of the parents whose children took part in the programs completed the survey.

Despite the limitations, we are confident that this work provides a sound basis for further work in the area.

2. Program implementation

This chapter describes how the Try Rugby and Gala Day programs were implemented—from planning, through to delivery—in two locations. It also documents the number of children, parents, schools and rugby clubs that took part in each program. Information on the demographics of children and families who participated in the two programs is provided in Chapter 3.

Data in this chapter is drawn from interviews with key program stakeholders (ARU staff, volunteers, coaches and rugby club representatives and children and families) who participated in the two events.

2.1 Gala Day: It was difficult to engage schools and fewer children participated than expected

Gala Days are one-day events delivered to primary school-aged children at a local junior rugby union club. The events are held during school time and parents do not typically attend (although quite a few parents attended the Hawkesbury Gala Day visited as part of this research). Students play against teams from other schools in a round-robin format; at the end of the day the top-scoring teams go through to state and national Gala Day events.

Overall, the research found that the Gala Day program was implemented well, with some minor issues raised. The way the Gala Day was implemented is summarised in Table 3; issues with planning, promotion and delivery are discussed in subsequent sections.

Table 3. Summary of how the Gala Day was implemented

Implementation phase	Details
Planning	<ul style="list-style-type: none">▪ ARU approaches Hawkesbury Valley Junior Rugby Union Club to host the event▪ Rugby Club agrees to host the event (second consecutive year club has delivered a Gala Day)
Promotion	<ul style="list-style-type: none">▪ ARU mails flyers promoting the program to schools (N=38) in the Hawkesbury region; 18 schools indicate initial interest (47%)▪ ARU visits all interested schools▪ Five schools participate; all have previously participated in a Gala Day▪ Five schools pull out in the day or week prior to the event
Delivery	<ul style="list-style-type: none">▪ Program delivered by host club with ARU support▪ Clear schedule of activities according to 'tried and tested' format<ul style="list-style-type: none">○ Age group teams from participating schools play each other in a round robin format○ Warm up/ warm down between matches○ Lunch break○ Awards ceremony at the end of the day▪ New idea was implemented of using music instead of siren at end of matches

2.1.1 It is difficult to promote the program to schools and secure their participation

The ARU is responsible for promoting Gala Day events to schools. Identifying schools and supporting them to participate is one of the most critical—and time consuming—aspects of the ARU Development Coordinator’s role. Early in the school year, the coordinator sent Gala Day brochures to schools (n=38) in the Hawkesbury region. It is not clear how the ARU identified these 38 schools, and what proportion of all primary schools in the Hawkesbury region the schools represent. All of the teachers who responded to the teacher survey said they heard about the program through the promotional letter sent by the ARU.¹⁰

Although the initial response to Gala Day was encouraging—18 schools (47%) expressed interest and more than half (n=10) of the schools interested had not previously participated in a Gala Day. Ten schools committed to participating in Gala Day (26% of schools contacted), but five schools pulled out in the week leading up to the event. As shown in Table 6, these five schools pulled out because of timing clashes with other inter-school sports events. This meant that only half the expected number (97 of an expected 150–200 children) of children took part in the day. It is unclear why the schools did not raise the inter-school sporting events with the ARU before the point that the school pulled out of the Gala Day event.

Table 4. Reasons primary schools gave for not participating in the Gala Day

First-time participants (n=8)	Repeat participants (n=3)	Unsure (n=2)
<ul style="list-style-type: none"> ▪ Contact (principal, sports master) not interested (n=3) ▪ Pulled out at last minute due to timing clash with other inter-school sports events (n=5) 	<ul style="list-style-type: none"> ▪ New contact (principal, sports master) at school not interested (n=3) 	<ul style="list-style-type: none"> ▪ No record of why schools pulled out or whether they were repeat or first-time participants

Source: ARU administrative data

The teachers whose students participated in the Gala Day gave a range of reasons for doing so, including to give their students an opportunity to learn more about rugby and to have a new experience, to encourage their students to be more physically active and to provide students with an opportunity to learn the principles of fair play and sportsmanship (see Table A39, Appendix 2).

The ARU’s administrative data does not include information on the schools that were not interested in participating (n=20), but interviewees suggested that a lack of time, concern for children’s safety and lack of knowledge about rugby were key barriers for schools.

¹⁰ Teachers could select more than one response to this question. Five teachers said they heard about the program through a promotional flyer/ letter from the ARU; one teacher heard about the program from another teacher and two teachers said they knew about the program from previous experience at Gala Day.

(These were similar barriers to those reported by parents, discussed in Chapter 4). One Development Coordinator suggested that, because schools are busy with curricular and extracurricular activities, it is important to 'sell' the benefits of participation for students and for the schools themselves. A number of interviewees we spoke to—including a teacher and rugby club representative—suggested the ARU should spend more time in schools to develop the school's awareness of rugby. According to some interviewees, sports such as soccer and rugby league have a stronger presence in schools than rugby union does.

The same Coordinator suggested that promotion should emphasise how the program could contribute to developing children's motor skills or confidence, and how the format of the day includes age-appropriate, modified versions of the game to ensure participants' safety. One way the ARU attempted to overcome these barriers was by offering a series of four training clinics to schools that registered for the Gala Day. Three of the five participating schools (Penrith Anglican College, Bligh Park Public School and St Monica's) took up this offer.

The Gala Day schools recruitment strategy depends on the ARU identifying a key contact within the school that supports sport—and rugby in particular—and is interested in the program. Key stakeholders told us that identifying such a contact can be difficult; an observation that is reinforced by data. In particular, it is worth noting that public primary schools do not have dedicated specialist physical education (PE) teachers; generalist teachers with little training in sports deliver PE and sport in these schools. Further, most (84%) of NSW primary school teachers are women and more than half (55%) are 45 years or older—only 9% are younger than 30 years. Several interviewees suggested that the host rugby clubs could play more of a role in promoting both programs to schools, children and their families. One ARU coordinator suggested that clubs, whose members attend a range of local schools, could help overcome the difficulty the ARU has identifying key contacts within schools when planning for Gala Days.

Table 4 shows that the ARU's relationship with a particular school often ends when the key contact person leaves the school. In an attempt to build relationships in 2013 the Development Coordinator visited all 18 schools that expressed interest in the Gala Day program. (In the past, communication with interested schools was done by telephone and email.) Each meeting took up to 1.5 hours, including travel time; however the ARU viewed this time as an important investment in its relationship with the school.

There is a lot of time spent contacting schools that do not then participate. But this is not seen as a waste of time. This is all leading to new relationships. They now have a contact at the school and have an 'in' for that school. Gala Day Coordinator

ARU program staff were able to provide an estimated breakdown of costs for the Gala Day—please note that these are estimated costs only and do not indicate actual costs, for which there is no available data. As shown in Table 5, the majority of the costs of delivering the Gala Day are in staff time, either recruiting the schools or on the event day.

Table 5. Summary of the costs of delivering the Gala Day

Expense	Cost (\$)
Venue costs	
Venue hire	\$192
First aid	\$270
Food	\$80
Tent hire	\$0
Staff costs	
Recruiting schools	\$675 (2 staff members paid \$25/hour; each visiting 9 schools for an average of 1.5 hours)
Coaching	\$187 (1 staff member paid \$25/hour, visiting 3 schools for an average of 2.5 hours)
Event day	\$750 (4 staff members paid \$25/ hour, for 7.5 hours)
Total	\$2,154

Source: Data provided by Gala Day coordinators within the ARU.

2.1.2 A well-delivered event, with good support from the host club

Responsibility for planning and implementing the Gala Day is shared between the ARU and the host rugby club (Hawkesbury Valley Junior Rugby Union Club). The ARU approached Hawkesbury Valley club, which has previously hosted a Gala Day. Club members we interviewed said the Club was happy to host the event because it can boost the clubs finances and registrations.

Although there were fewer participants than in previous years, all stakeholders agreed that the day was well run. The Development Coordinator plays a key role in organising the day and their experience is important to the day’s success. Despite the Development Coordinator being relatively unexperienced, interviewees reported that this did not substantially affect the conduct of their event.

Stakeholders also agreed that there were sufficient club and volunteer resources available to ensure the day ran smoothly. Students from the University of Western Sydney’s Exercise Science program acted as referees and appropriately qualified students also provided first aid. All interviewees, including some parents surveyed, commented that the referees were professional and encouraging of the children.

One of difficulties for the research was lack of information on how the format of the Hawkesbury Valley Gala Day compares to other Gala Days. Interviewees from the ARU commented that the format for the day is ‘pretty standard’ and, with sufficient planning, the day ‘runs itself’. Other interviewees reported new approaches tried on the day, such as using music instead of a siren to signal the end of games. But there was little detail about

what components of the Gala Day are essential, and what the host club can modify to suit the local context.

Another issue was that, although the Hawkesbury Valley club was happy to host the event—because it can lead to player registrations and revenue from the canteen—the club had already decided not to run an Under 12 team in 2013. As discussed in Chapter 5, there were a ‘substantial’ number of enquiries on the day from Gala Day participants eager to sign up for this age group.

2.2 Try Rugby: A well-run program with the expected number of participants

Try Rugby is a four-to-six-week program for six to 12 year olds, which is run through local rugby clubs and delivered by volunteers and ARU paid staff. It aims to support development of sports skills and rugby-specific skills in a fun, welcoming atmosphere. Children play modified rugby games, with age-appropriate safety levels and skills development activities. Try Rugby takes place in the evenings or on Saturday mornings and parents usually attend the weekly sessions.

Overall, the research found that the Forest Try Rugby was run smoothly and was a success from the perspective of the ARU and Rugby Club. Parents and children were also satisfied with the event. The way the program was implemented is summarised in Table 6, and more details are given in the subsequent sections.

Table 6. Summary of how the Try Rugby program was implemented

Implementation phase	Details
Planning	<ul style="list-style-type: none"> ARU approaches Forest Junior Rugby Union club Club agrees to participate (eighth consecutive year club has hosted Try Rugby program)
Promotion	<ul style="list-style-type: none"> Club promotes the program with support from ARU, using flyers, print media advertisements and word of mouth ARU supplies merchandise for distribution
Delivery	<ul style="list-style-type: none"> Club delivers the program, with ARU support Club chooses format of the program (4 sessions of 1 to 1.5 hours, delivered weekly on Friday afternoons) Children participate in age-appropriate skills stations (e.g. drills, scrums, lineouts, general fitness) each run by different coach Parents act as coaches, or socialise with other parents Visit from the captain of the Australian 7s rugby team

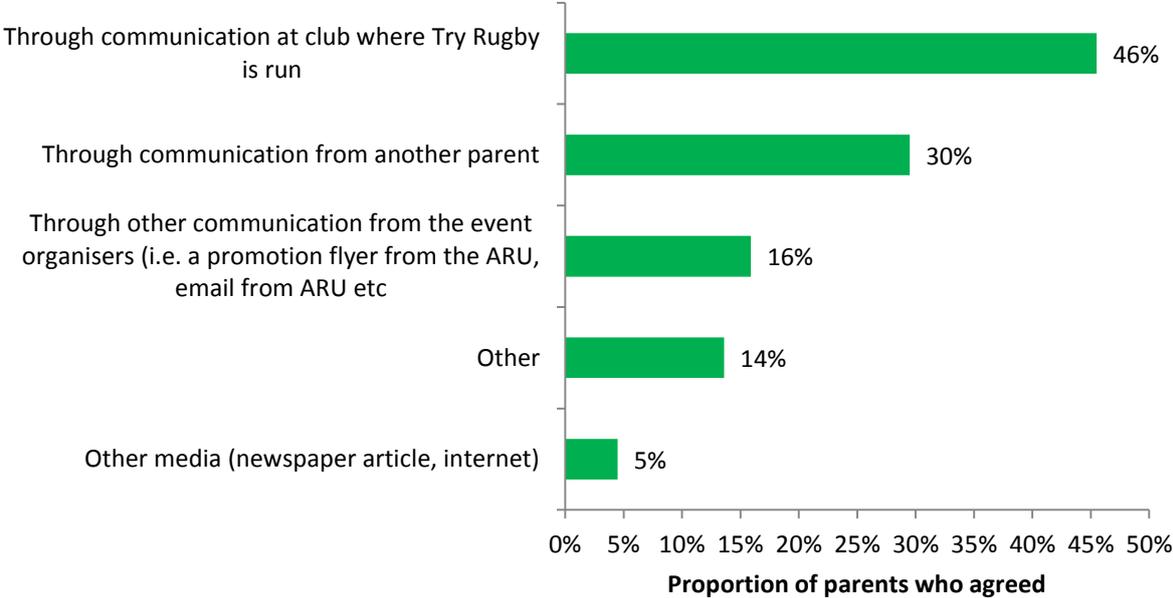
2.2.1 The expected number of children took part in the program

The club’s registration data shows that 70 children took part in the Try Rugby program, although the ARU’s records show that 81 children participated. We expect the discrepancy is because the participation data is from one week of the program, not the total number of individual participants across the four weeks of the program. These numbers are close to the 80 participants that the ARU expected. Participant numbers varied from week to week, with the poorest attendance in the final week. This was likely to be because the final session was a replacement session (one week of the program was rained out) that was offered after the expected program end-date, and families had prior arrangements that prevented the children attending the session.

2.2.2 The host rugby club promoted the program well

Host rugby clubs have lead responsibility for promoting the Try Rugby program. The ARU provided Forest Junior Rugby Club with template promotional materials, which the club adapted for the event. The club distributed brochures to families through local schools. This strategy appears to be effective: almost half (46%) of families surveyed heard about the Try Rugby program directly from the club and almost one-third (30%) heard about the program through word of mouth (Figure 3).

Figure 3. How parents of Try Rugby participants (N=44) heard about the event



Source: Baseline parent survey (N=91). Try Rugby participants only (n=44)
Notes: Parents were asked to select from a multiple choice list, so that total proportions do not sum to 100.

Another successful part of the promotional strategy was the ARU merchandise—footballs, water bottles and caps—that the club distributes to participants. Parents told us that the ‘gear’ is very popular with the children, who wear it proudly. One parent suggested that the merchandise helps promote the program and the host club: ‘My son walks around with his gear on and the other kids and parents ask about it, and parents at his school ask about their kids joining the club’.

2.2.3 The program was well delivered, with sufficient resources available

The host rugby club also has a key role in planning and implementing the Try Rugby program, with support from the ARU. The Forest Junior Rugby Union Club is a keen supporter of the program, and has now delivered the program for eight consecutive years. The club are clearly experienced hosts; few stakeholders could suggest ways that the club could improve the event. One stakeholder suggested that a system of online registration would be more efficient than the current pen and paper sign-up process.

Stakeholders agreed that there were mostly sufficient club and volunteer resources to ensure the program ran smoothly; one stakeholder said that the ARU provided too few coaches on the first night, but that the club provided extra coaches, who were then available for the subsequent weeks of the program.

As well as acting as coaches, the club members play a key role in supporting the program. The club ran a barbecue for parents and children every week, and also organised a raffle. Club members were available to answer prospective members’ questions and process registrations, and many of the parents who answered our survey commented on the friendly and welcoming club atmosphere.

ARU program staff were able to provide estimated costs for delivering the Try Rugby program. Many costs of delivering the Try Rugby Program were absorbed by the host rugby club (i.e. tent and equipment hire, which was estimated at about \$280). The costs associated with ARU staff attending the program were not provided.

One of the difficulties for this research is determining how representative the format of the Forest Try Rugby program is of other Try Rugby programs. Stakeholders told us that the format for the Try Rugby sessions was ‘standard’ and consisted of children of similar ages rotating between stations, where they learnt specific skills (e.g. scrums or lineouts) or worked on their general fitness. There was little detail available about what components of the program are essential, and which components the clubs can modify. For example, Forest chose the timing (Friday nights), duration (60 to 90 minute sessions) and length of the program (four weeks). It is not clear if this structure is typical of all Try Rugby programs. The club also organised for Ed Jenkins, the captain of the Australian 7s team, to visit on the first week of the program; we understand that having a rugby identity visit the program was not typical.

2.3 More work needed to clarify the program objectives and measures of success

The stakeholders we interviewed have different perspectives on what the programs are setting out to achieve. For example, rugby club representatives suggested that the programs play a role in recruiting new players to their club, whereas parents and coaches said that the programs provide children with a positive experience of rugby and teach them new skills. ARU coordinators said that the programs were an opportunity to further engage children *already* participating in rugby.

It is important for the ARU to clearly define the program objectives, because these dictate the program target groups (e.g. schools with a rugby background or schools that are not involved in rugby), what the programs look like (e.g. what components are necessary for all implementations, and what components can be modified to suit the local context) and how the success of the programs will be measured (e.g. number of children who start or continue to play rugby at school or the number of children who register with a rugby club).

To set clear objectives the ARU will need to understand the characteristics of the current program participants. This will require good quality administrative data, such as the number of children and families who participate in Try Rugby and their key demographic characteristics (age, gender, Aboriginality, disability, previous rugby experience). It will also require better data on which schools are approached to participate in the Gala Day (e.g. the type of school, size of school and gender and age of the children attending the school) and the time invested in 'recruiting' each school, the barriers that each school faces and what strategies can be put in place to address these barriers.

2.4 Summary

Overall, the two programs were well planned and implemented. There were two main issues with implementation of the Gala Day: only half the expected number of schools and children participated and the Hawkesbury Club had decided prior to the Gala Day not to field an Under 12 team in the 2013 season. The Try Rugby sessions were affected by bad weather, with the postponed final session run on another day resulting in lower than expected attendance.

A key difficulty for the research was not knowing the extent to which implementation of the programs in the Hawkesbury and Forest was consistent with the way in which these programs are usually implemented. It was possible that the development staff or club members put extra effort into ensuring successful implementation because they knew about the research project.

The objectives of each of the programs are not clear. It is important to clearly define the program objectives because these dictate the program target groups, structure and content of the programs, and outcome measures. To support definition of program objectives, the ARU will need to collect better quality administrative data, such as the number of children

and families who participate in the programs and their key demographic characteristics (age, gender, Aboriginality, disability, previous rugby experience), as well as the program outcomes.

3. Impacts: Participation and satisfaction

This Chapter describes the characteristics of Gala Day and Try Rugby participants (children and families) and how satisfied they were with the two programs. The baseline parent survey is the predominant source of data, as well as interviews with parents and key stakeholders.

3.1 The two programs attract different participant profiles

There is relatively little administrative data available that describes the socio-demographic characteristics of children who participated in the Gala Day and Try Rugby programs. The strongest data available was from the parent surveys done as part of this research project, however as highlighted in Section 1.6, only half (51%) of parents who received a survey completed it. Key characteristics of the children who participated are given in Table 7.

Table 7. Differences between characteristics of Gala Day and Try Rugby participants

Characteristic	Gala Day (n=47)	Try Rugby (n=44)	P value
Child			
Boys	87%	91%	0.60
Child age (\pm SD)	10.1 years (1.0)	6.5 years (1.4)	<0.001*
Previously played rugby	66%	23%	<0.001*
School has competitive rugby team	43%	7%	<0.001*
Intend child to play organised rugby after the program (Yes, No, Don't know)	56%	91%	0.091
Plays other sports once a week or more (in last 12 months)	91%	82%	0.38
Registered for other sports (last 12 months)	87%	65%	0.01*
Family			
Mother with post-school education	43%	96%	<0.001*
Father with post-school education	43%	100%	<0.001*
Socioeconomic status [†] : high	17%	100%	<0.001*
Socioeconomic status [†] : middle	83%	0%	<0.001*

Source: Baseline parent survey data (N=91)

Notes: * A p-value of less than 0.05 was used to indicate significant differences between groups.

† Socioeconomic status based on Australian Bureau of Statistics Socioeconomic Index for Areas (SEIFA), Census 2006; Post school education includes TAFE (Graduate Certificate or Diploma) and university education)

In line with other research on youth rugby participation, the baseline parent survey data showed that most of the participants (90%) were boys (Table 7).

The participation data clearly reflected the distinct age groups the two programs reached: Gala Day participants were significantly older than their Try Rugby counterparts ($p < 0.001$). Other differences between the two groups at baseline—including the significantly higher proportion of Gala Day participants who had previously played rugby ($p < 0.001$) or who were registered to play other sports ($p = 0.01$)—were probably linked to the Gala Day participants' older age.

As shown in Table 7, there were clear patterns in the socio-demographic characteristics of parents whose children participated in the two programs, many of which may be related to the different geographical areas where the programs were delivered. Forestville (where the Try Rugby program was delivered) has a relatively high socioeconomic status whereas the Hawkesbury region has a relatively low socioeconomic status. Significantly more mothers and fathers of Try Rugby participants had post-school education, and significantly more of these families are classified as 'high' socioeconomic status.

The follow up parent survey (see Table A2.5, Appendix 2) gives an indication that the context in which children had played rugby before they took part in the two programs was different—although the differences were not statistically significant. More than half of the Gala Day participants were playing rugby at school as part of a competitive team (42%) or as part of general activities at school (12%). None of the Try Rugby participants had played rugby at school, either in a team or as part of general activities at school, which was probably due to the younger age of children participating in Try Rugby. One in four Gala Day participants (27%) and Try Rugby participants (25%) were registered to play rugby with an organised team or sports club.

3.2 Children play many sports, including rugby

Within the context of population-level trends towards inactivity, it is encouraging to see that children who took part in both programs were active participants in sport, even at a young age. Children and their parents told us that rugby (league or union) and soccer were the two most common sports children play. At baseline, twice as many parents reported their child playing rugby league compared to rugby union, although the numbers for both sports are quite small (see Table A2.2, Appendix 2). These patterns are broadly consistent with the most recent national survey of Australian children's participation in organised sports. During the focus groups, many children said they had played soccer from an early age, before becoming involved in rugby or other sports. Representatives from sports clubs we spoke to also said that children often participate in soccer before deciding to participate in rugby.

Some children played different sports according to the season. Children have examples of other sports they played, such as cricket, softball and touch rugby in the summer months and rugby league in the winter months. Children participated in other sports and physical activities, such as swimming, golf, karate and wake-boarding.

Although only a small number of girls took part in the focus groups, they described somewhat different patterns of sports participation. Girls were more likely to say they took part in touch rugby variants (including Walla Tag, OzTag and Tag Rugby), or futsal, netball and dancing.

3.3 Independent schools participating in Gala Day are from ‘inside the tent’

The five schools that participated in Gala Day were a mix of independent (n=2), Catholic (n=1) and public (n=2) schools. All five of these schools had previously participated in Gala Day, and all the teachers who completed a survey said that their school supported rugby. We explored differences in Gala Day participants’ previous experiences of rugby by school type. It was not possible to measure statistically significant differences across types of schools, as group sizes were too small. Nonetheless, it would seem that children who attended an independent school were more likely to have played rugby before and to have a competitive school rugby team than children from Catholic or independent schools (Table 8).

Table 8. Proportion of Gala Day participants who had played rugby before, by school type

	Type of school		
	Catholic (N=6)	Independent (N=13)	Public (N=28)
Child has played rugby before	67%	92%	54%
School has competitive rugby team	50%	69%	29%

Source: Baseline parent survey data (N=97); restricted to Gala Day participants (n=47)

Children who took part in the focus groups confirmed that their choice to play rugby is determined by the sport options their school offers; even if they might prefer to play other sports (see quotes below).

We didn’t have very much option. We had rugby union, soccer, but the girls could only do netball.

And I played because it was the closest thing to rugby league and I knew I was liking league, so I would like rugby.

I chose union because it was really one of the only things left that I could do. Like, there was nothing else, there wasn’t many other sports at our school.

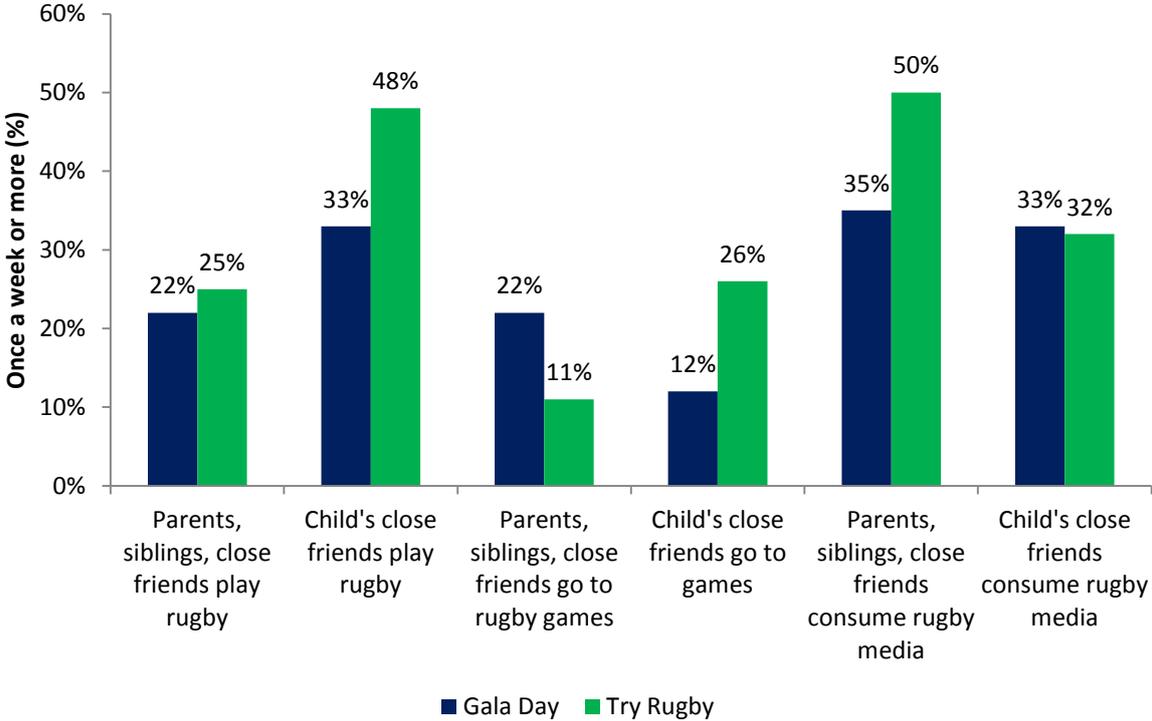
As discussed in the previous chapter, the ARU encountered some difficulty recruiting schools to participate in the Gala Day. It also pointed out that the ARU's objectives for the Gala Day program are unclear; is the focus on giving children who have never experienced rugby a positive first experience, or is it on deepening the engagement that children already playing rugby have with the game? The strategy the ARU takes to promoting the Gala Day program to schools will depend on how the objectives are clarified. However, the pattern of data presented here suggests that increasing the number of children who engage with rugby would be increased by identifying public schools with some interest in rugby union, and developing relationships with those schools.

3.4 Try Rugby families are 'inside the tent': they support their child playing rugby and are highly engaged with the sport

Try Rugby families appear to be from 'within the tent', that is, already highly engaged in rugby. As shown in Figure 4, families of children who participated in both programs are somewhat engaged with rugby but there were clear differences in the proportion of Try Rugby families who regularly consumed rugby media (50% TR, compared to 35% GD), and a similar difference between the two programs in the proportion of the child's friends who played rugby. During focus groups, children explained that a family interest in rugby was behind them participating in the sport. Some children explained that it was important to their parents or siblings that they play rugby, and that their family encouraged them to play. As one Gala Day participant said, 'Well, they love us, like us playing rugby, like me playing rugby. My dad and my brother wanted me to get into it, so they all agreed to like, want me to play.'

But children also had a strong voice in participating in rugby. As shown in Figure 4, more Try Rugby participants had a close friend who played rugby, or who regularly went to rugby games. The baseline parent survey showed that more than half of the parents registered their child in the Try Rugby program because their child had shown interest in rugby (59%), or because the parent felt their child would enjoy rugby (52%). Almost one-third of parents (30%) said they hoped rugby would help keep their child healthy, and almost one in five (16%) said that they hoped playing rugby would help their child meet children of similar ages.

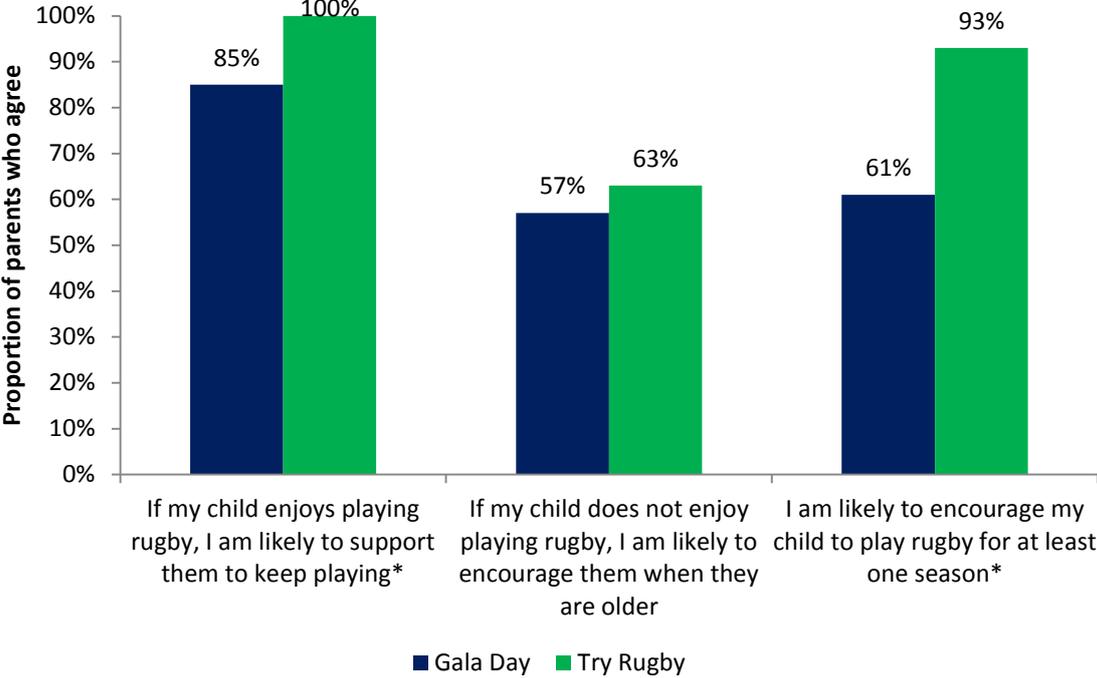
Figure 4. Proportion of participants' close friends and family who engaged with rugby once a week or more at baseline, by program



Source: Baseline parent survey data (N=91)

At baseline, fewer than half (41%) of Gala Day parents and two-thirds (68%) of Try Rugby parents said they intended for their child to play rugby after the program (Figure 6). The differences between the two groups were close to statistical significance at the 0.05 level (p=0.091). Of note was that one in four Gala Day (28%) and Try Rugby families (25%) were not certain about whether they want their child to keep playing (data not shown); this group represents an opportunity for the ARU to work with and to potentially persuade them to continue to support their child’s rugby.

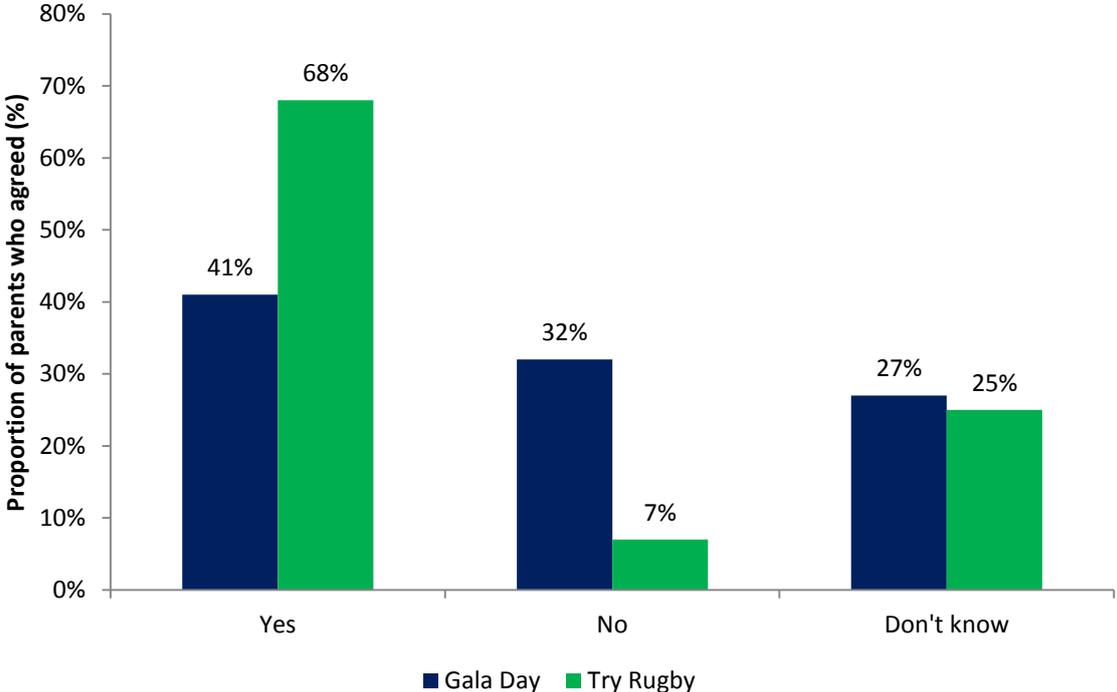
Figure 5. Proportion of participants’ parents who plan to encourage and support their child to play rugby at baseline, by program



Source: Baseline parent survey data (N=91)
Notes: * Statistically significant difference between groups. ‘If my child enjoys playing rugby, I am likely to support them’ p=0.012; ‘I am likely to encourage my child to play rugby for at least one season’ p=0.001.
 At baseline, parents were asked to indicate ‘yes’ or ‘no’ to three questions about how they envisaged they would support their child’s desire to play rugby after the program. Parents who responded ‘yes’ were classified as ‘likely’ to encourage and support the child to play rugby; and parents who answered ‘no’ or ‘don’t know’ were classified as ‘unlikely’.

Reflecting of the broader differences between Try Rugby and Gala Day families, there were some demographic differences between families who intended for their child to play rugby after the program and those families who did not. Significantly more of the fathers in families who intended for their child to keep playing were tertiary educated (p=0.031) and overall, the families were from higher socioeconomic backgrounds (p=0.001).

Figure 6. Proportion of parents who intend for their child to keep playing rugby after the programs, by program



Source: Baseline parent survey data (N=91)

Notes: Difference between the proportion of parents who said 'yes' they intended for their child to play rugby after the program is statistically significant (p=0.0091).

3.5 Satisfaction: The programs gave children and families a positive experience of rugby

Almost all of the families whose child participated in the programs agreed it was a valuable experience for their child (GD 96%, TR 83%), with no statistically significant differences between the two groups. There were some differences in the reasons why families thought the programs were valuable (Table 9).

Table 9. Summary of why parents thought the two programs were valuable for their children

Gala Day	Try Rugby
<ul style="list-style-type: none"> ▪ A good opportunity to teach children team work, to learn new skills in a sport they don't usually play ▪ The program was well run, with encouraging staff ▪ Children enjoyed the competition and playing with different schools in the area 	<ul style="list-style-type: none"> ▪ It was a good introduction to the game ▪ Taught children new skills, allowed them to try rugby before committing to an entire season ▪ A helpful 'refresher' for children already playing rugby, and a confidence builder before starting the new season ▪ One parent of a girl said the program 'took away the stigma of being a female in the game' ▪ Two families said the program was not valuable because the skills taught were too basic for their children and the children didn't have enough game time

Source: Follow up parent survey data (N=50)

The children who took part in focus groups were also satisfied with the two programs. Children from both programs said they enjoyed learning new skills, making new friends and the opportunity to be active. Gala Day participants particularly relished the opportunity to play in a competitive game, and said they felt encouraged when their team did well. Only a few girls took part in the focus group, but they seemed more likely to have enjoyed the chance to make new friends.

It's been really good. We have all played a really good game. [Male, Gala Day participant]

Well, I liked the game 'cos it was all action-packed. [Male, Gala Day participant]

Getting to know some of the other girls that are in different classes that I probably wouldn't hang out with out of school. [Female, Gala Day participant]

A few Gala Day participants told us they had encountered bad sportsmanship (aggressive play or 'sledging') from one of the teams, which affected their satisfaction with the day. The children said they wanted the referees and coaches to take a more active role in disciplining the children behaving badly. This is particularly important given that all the teachers (n=5) who completed the survey said they wanted the school to participate to teach children the principles of fair play and good sportsmanship (see Table A2.23, Appendix 2).

All the teachers (n=5) who completed the teacher survey were satisfied with most aspects of the Gala Day, including the quality of the venue, the promotional materials and ARU contact before the event, and the organisation and coordination of the day. All teachers agreed that their students enjoyed the day, and that the event met their needs (see Table A2.24, Appendix 2). The teachers commented that they felt the day was 'amazing' for their students' self-confidence and a way for children who aren't 'academic' to experience success.

3.6 Children’s perspectives on whether it’s a good idea to play rugby did not change, but parents’ did

The two programs seem to have relatively little impact on children’s ideas about it being a good idea for them to play rugby (as reported by their parents), particularly for children who took part in the Try Rugby program (see Table A2.6 Appendix 2). There was a small decline—although not statistically significant—in the proportion of parents from both programs who agreed it was a good idea for their child to play rugby. In Chapter 4, we explore how the programs may lead to parents perceiving more barriers to their children playing rugby.

3.7 Summary

Most of the children who took part in the two programs enjoyed their experience, and most of their parents agreed that the programs were a valuable experience for their child. But the two programs reach different audiences. Gala Day participants are typically older than Try Rugby participants and many have played rugby before, typically at school. The majority of children in both groups play sports other than rugby, and many children play more than one sport. One quarter of participants from both programs were registered to play with an organised team or sports club. Children who took part in Try Rugby are from families ‘inside the rugby tent’: the families consume more rugby media, are significantly more likely to support their child to keep playing rugby, to encourage their child to play rugby for at least one season and intend for their child to keep playing rugby after the programs. Try Rugby participants also have more friends who play rugby or go to rugby games.

One of the key limitations of the research is the relatively poor quality and completeness of the participation data for Gala Day and Try Rugby participants. It is crucial to improve the scope and frequency of data collection so the ARU can better understand patterns of participation. To ensure the data is comprehensive, the ARU will need to carefully consider the important variables and ways to ensure the data collection processes are as easy as possible.

4. Barriers

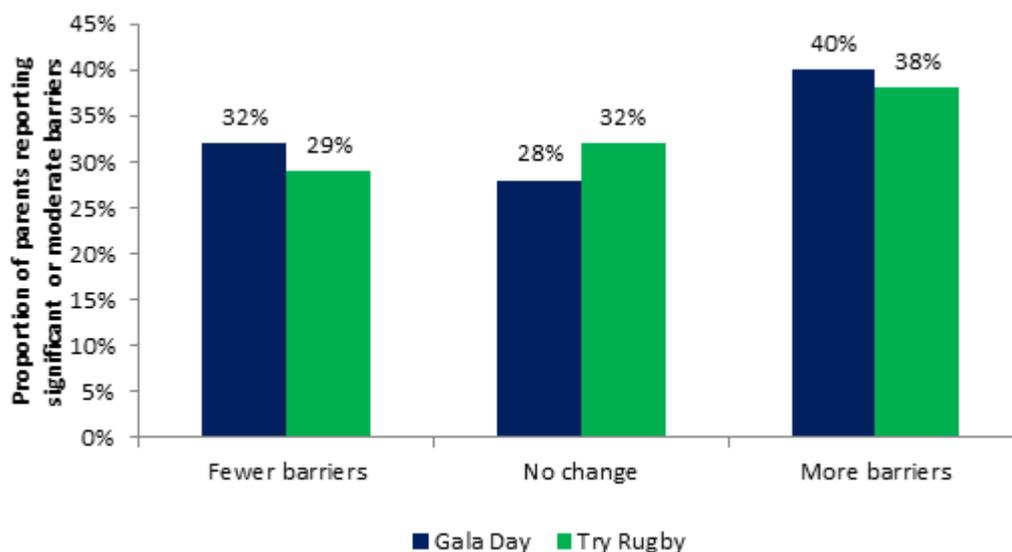
The parent survey asked parents about barriers they may face in supporting their child to participate in rugby, including knowledge, time and accessibility, cost and safety. It also asked parents to estimate the significance of the barrier (significant barrier, moderate barrier, small barrier or not a barrier at all). The barriers to participation fell into four categories.

This chapter uses the baseline and follow up parent survey data to explore the effect that the two programs had on the barriers parents face.

4.1 The programs do not substantially decrease perceived barriers for families

Most parents named only one or two barriers to their child participating in rugby, when surveyed at baseline (average 1.4 barriers) (see Table A2.25, Appendix 2). But, as shown in Figure 7, the programs did not substantially reduce the barriers to rugby participation that parents experienced ($p=0.123$). In fact, many families reported more barriers after participating in the program—see Figure 7.

Figure 7. Change in the number of barriers parents perceive to children playing rugby, by program



Source: Baseline parent survey data (N=50) and follow up survey (N=50). Percentages have been rounded and may not equal 100 per cent.

We explored the characteristics of parents who reported more or fewer barriers/ no change in barriers at follow-up compared to baseline (see Table A2.26, Appendix 2). There

were no statistically significant differences in the characteristics of parents who reported more or fewer barriers after the programs.

4.2 Lack of time is a significant barrier for one-third of all families

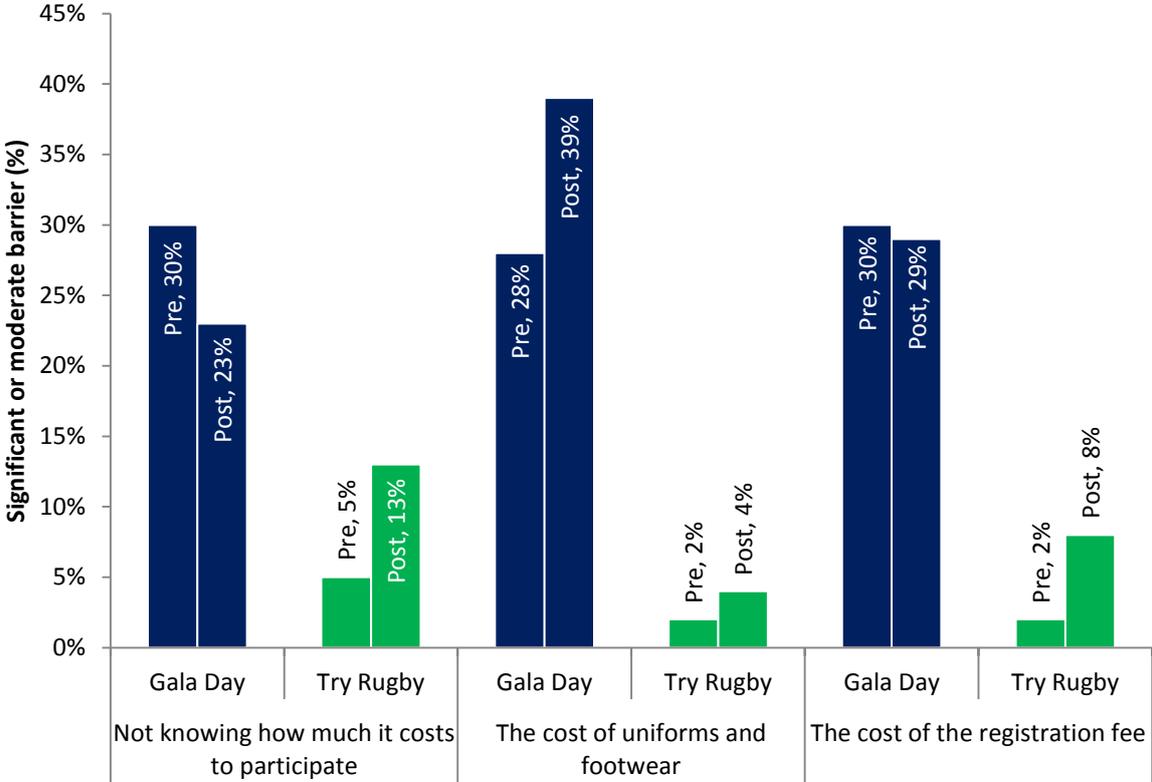
The evidence shows that, although people are interested in sport and physical activity, the time needed to meet family and work responsibilities means it can be difficult to participate in recreational sport. It can be even harder for people to find time to participate in organised sport, which tends to have more structured training and competition times. Around a third of Gala Day and Try Rugby parents reported time not having time to assist their child to attend rugby as a moderate or significant barrier to their child's participation in rugby, and this did not change much over time (GD = 32% at baseline, 31% post program; TR = 34% at baseline, 33% post program). (One-third of Gala Day and Try Rugby parents reported time as a moderate or significant barrier to their child's participation in rugby and, not surprisingly, there is little change in the proportion of parents reporting time as a moderate or significant barrier. It is worth noting that Gala Days are run through schools and do not require parents to attend, whereas the Try Rugby program involves parents. If the aim of Gala Days is to recruit children into rugby clubs (as opposed to exposing them to rugby), then the issue of parents' lack of time may become a problem.

As discussed in Chapter 3.3, one in four parents said they 'didn't know' if they wanted their child to keep participating in rugby after the programs. Among this group of parents (N=24), we found that more than half (54%) of Gala Day parents and almost half of the Try Rugby parents (46%) reported that insufficient time was a significant barrier.

4.3 Both programs make parents more aware of the costs to participate

Approximately one-third of Gala Day parents surveyed indicated that the costs of participation were a barrier for them (Figure 8). Cost was much less of an issue for parents of children who participated in Try Rugby, although the differences between the groups were not statistically significant. Despite the number of Try Rugby parent reporting costs as a barrier was relatively small, the program seems to make parents more aware of the costs of participation (registration, uniforms and footwear). There was also an increase in the proportion of Gala Day parents who reported the cost of uniforms and footwear as a barrier.

Figure 8. Change in the proportion of parents reporting costs of participation as a moderate or significant barrier to their child's participation in rugby, by program



Source: Baseline parent survey data (N=91) and follow up survey (N=50)

Cost was a particularly important barrier among Gala Day parents who were not sure if they wanted their child to keep participating in rugby (see Chapter 3.3). As shown in Table 11 significantly more Gala Day parents reported cost as a moderate or significant barrier to their child’s ongoing participation in rugby.

Table 10. Proportion of parents who 'did not know' if they intended for their child to keep participating in rugby and who said cost was a moderate or significant barrier, by program

Barrier	Gala Day (n=13)	Try Rugby (n=11)	P value
Not knowing how much it costs	46%	0%	0.02
The cost of uniforms and footwear	39%	0%	0.04
The cost of the registration fee	46%	0%	0.02

Source: Follow up parent survey (N=50)

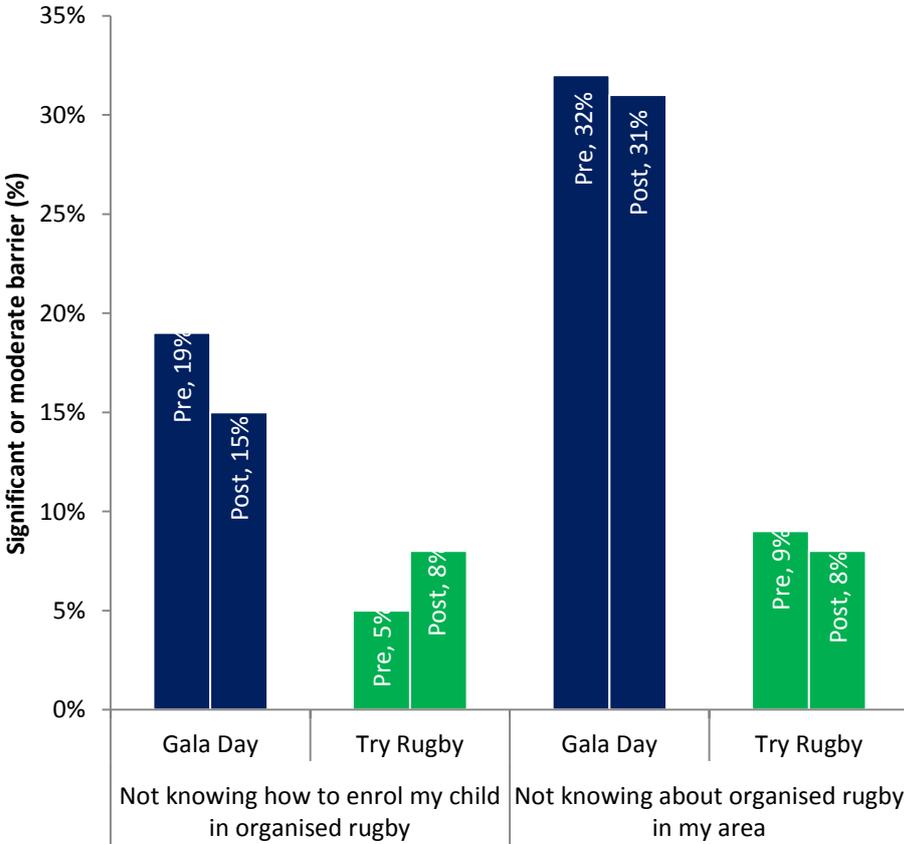
The Try Rugby program costs \$50, which almost all parents survey agreed was reasonable (96% agreed at baseline, and 100% agreed at follow up). All the parents surveyed said that

\$50 was reasonable value given the number of sessions and the merchandise (water bottle and ball) the child received. Many parents also said the cost is comparative or cheaper than programs other sports offer.

4.4 Knowledge is a barrier for Gala Day families, but the program might not provide the information families need

More Gala Day than Try Rugby parents reported that a lack of knowledge about how to enrol their child in rugby or about organised rugby in their area as a barrier to their child’s participation in rugby (Figure 9). This was especially true among the group of parents who said they ‘did not know’ if they wanted their child to keep participating in rugby, many more Gala Day parents who did not know if they wanted their child to participate in rugby (46%) said that their limited knowledge of rugby programs was a barrier to their child’s participation. The data showed that neither the Gala Day nor the Try Rugby programs did much to change parents’ knowledge about organised rugby in their area.

Figure 9. Change in the proportion of parents reporting lack of knowledge as a moderate or significant barrier to their child’s participation in rugby, by program



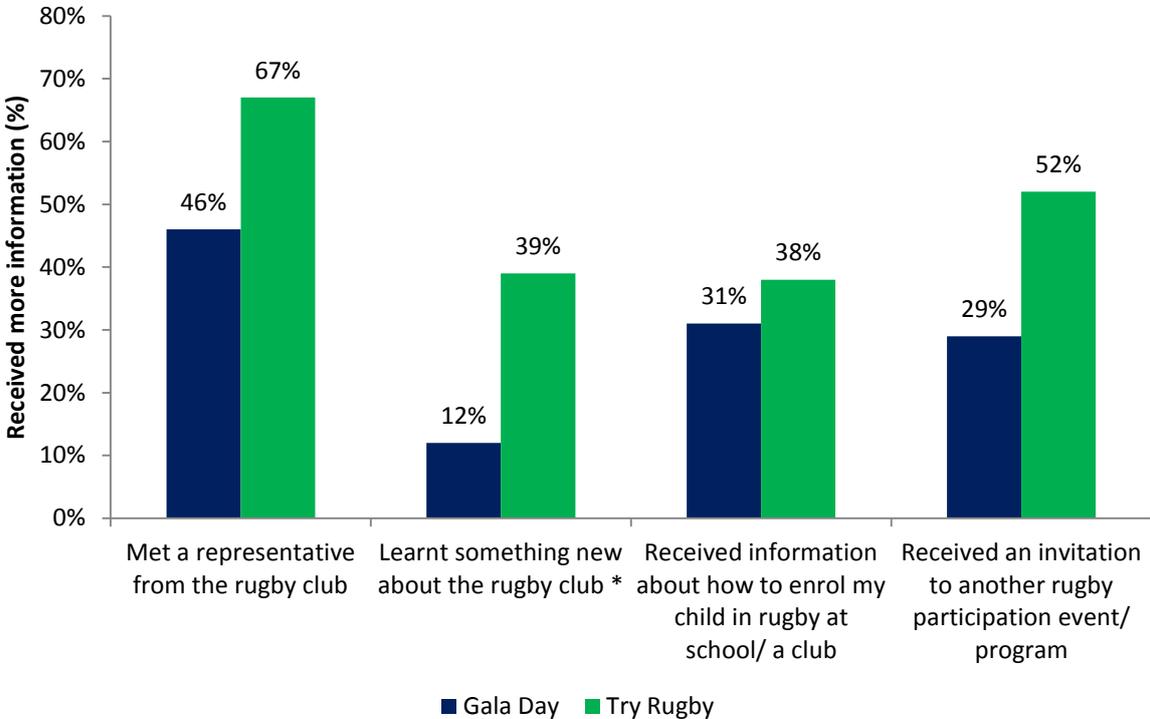
Source: Baseline parent survey data (N=91) and follow up survey (N=50)

Significantly fewer Gala Day families than Try Rugby families said they learnt something new about the rugby club after their participation in the Gala Day (12% compared to 39%; $p=0.04$) (Figure 10). Try Rugby parents who completed the follow up survey said that they learnt new things about the structure of the club and its junior program, as well as where the club is and when training is held. A few Try Rugby parents said they found the club ‘very social and friendly’ and ‘well organised’.

Approximately equal proportions of Gala Day and Try Rugby families remembered received information about how to enrol their child in rugby (there were no significant differences between the groups). Of the Try Rugby families that completed the follow up survey, many said the Forest club sent them an email with information about how to enrol in the club, and some parents said they were given information packs at the last program session. All the Gala Day parents who said they received information about enrolling their child had learnt the information from flyers their child was given on the day.

Parents of children who took part in the Try Rugby program also seem to receive more follow up than those whose children attended the Gala Day. Whereas half (52%) the Try Rugby participants received an invitation to take part in another rugby event, less than one-third (29%) of Gala Day participants were invited to another event (neither difference was statistically significant) (Figure 10).

Figure 10. Types of information parents learnt as the result of their child participating in the program, by program



Source: Follow up parent survey (N=50)
Notes: * Difference between groups was statistically significant

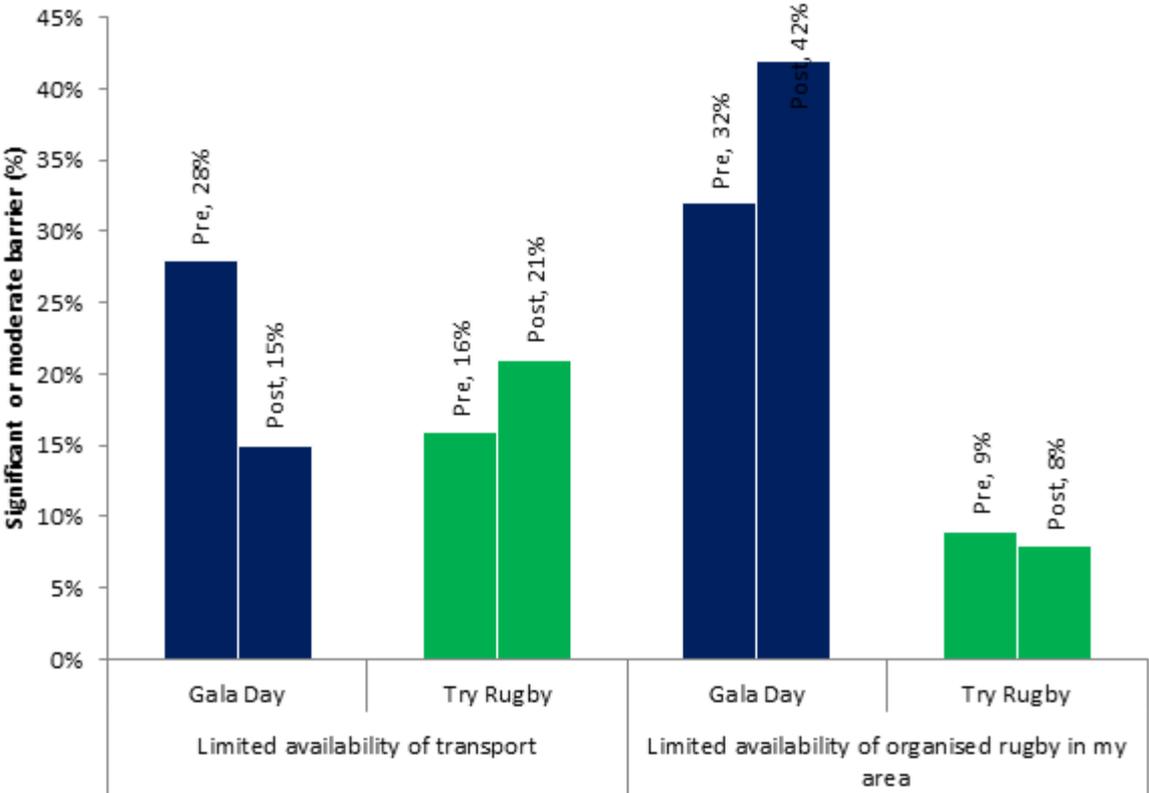
4.5 The programs do not change parents' concerns about the safety of their child playing rugby

The parent survey data clearly shows that concerns about safety are important to both Gala Day and Try Rugby parents, and that the programs do not change parents' perception of the safety of the game. Nearly half of Gala Day parents reported concerns about safety as a moderate or significant barrier to their child's participation in rugby, and this did not change much after the program (45% at baseline; 42% after the program). Nearly one third of Try Rugby parents reported concerns about safety as a moderate or significant barrier, and again, this did not change after the program (32% at baseline, 33% after the program). There was no evidence that parents were aware of the new modifications designed to improve the safety of junior rugby, which may be an oversight in the ARU's communication strategy to parents. Of parents who were undecided about whether they wanted their child to play rugby (n=24, 26% of all parents), more than half (53%) of these Gala Day parents and one-quarter (27%) of these Try Rugby parents cited safety as a moderate or significant barrier.

4.6 Gala Day families have more difficulty accessing rugby in their local area

Many more Gala Day families reported a lack of organised rugby in their area as a moderate or significant barrier (Figure 11). Approximately half (46%) of the parents who were undecided about whether they wanted their child to keep playing rugby cited lack of appropriate rugby programs in their local area as a moderate or significant barrier, compared to only 18% of Try Rugby families who were undecided (although the difference was not statistically significant). One of the children we spoke to said that although he lived close to a rugby club, the quality of the club was a barrier to him playing rugby: 'I live right down the road from [a rugby club], but they are not a very big club, you know, falling apart... you know, I don't think there will be any comp this year.'

Figure 11. Change in the proportion of parents reporting accessibility as a moderate or significant barrier to their child’s participation in rugby before and after the program, by program



Source: Baseline parent survey data (N=91) and follow up survey (N=50)

As discussed in Section 4.4, only one in 10 Gala Day families (12%) learnt something new about their local rugby club as the result of the event, so it is likely that lack of knowledge of facilities as well as lack of access to them is a fundamental barrier for Gala Day families.

Figure 12 shows that Gala Day participants tended to live further from the Gala Day venue than Try Rugby participants. Even though fewer Gala Day parents reported availability of transport as a barrier after the program (Figure 11), it is difficult to understand how the program could influence the decline. It may be that the Gala Day families who completed the follow up survey (n=26) have better access to transport than the Gala Day families (n=9) who were lost to follow up. It may also be that families had a greater awareness of available transport options following their child’s participation in the Gala Day—they may have looked into transport to local rugby programs after their child’s participation in the program.

Figure 12. Residential postcode of families participating in Gala Day (blue) and Try Rugby (green) relative to the event location



4.7 Summary

The two programs did not substantially improve parents’ knowledge, nor did they resolve parents’ concerns about safety or the cost of participation. In fact, the number of barriers to rugby participation parents perceived increased for many families. The cost of participation is a critical barrier for all parents who are not sure if they want their child to keep participating, but significantly more so for Gala Day parents.

The main barriers that parents face in supporting their children to play sport are similar across all sports, and are not limited just to rugby. Strategies that the ARU may wish to consider implementing to overcome barriers include providing transport to and from training or games (e.g. car roster systems or centralised bus service from convenient locations, including schools) or sports libraries, from which children can borrow equipment.

5. Outcomes

This Chapter uses the follow up parent survey data to explore the effect that the two programs had on children’s ongoing participation in rugby. It also draws on the somewhat limited data from host rugby clubs about the number of program participants who had registered with a club by the end of the events.

5.1 Most children wanted to keep playing rugby after the two programs

At follow up, parents reported that three-quarters of children from both programs wanted to keep playing rugby (Gala Day 73%, Try Rugby 75%); although the reasons children wanted to keep playing were different (Table 12).

Table 11. Reasons that children wanted to keep playing rugby as reported by their parents, by program

Gala Day	Try Rugby
<ul style="list-style-type: none">▪ Child enjoyed the day▪ Child enjoyed experiencing a new sport▪ Children enjoyed working in a team and playing with friends▪ Child has no choice, rugby is the only sport offered at school	<ul style="list-style-type: none">▪ Child enjoyed the program and/ or the game of rugby▪ Other family members play rugby▪ Child enjoyed the team environment and playing with friends

Source: Follow up parent survey (N=50)

There is indicative evidence—albeit based on small sample sizes—that neither program substantially influences parents’ intention for their child to play rugby. We compared parents’ pre-program intentions for their child (that is, whether parents intended to support their child to play, not support their child to play or were unsure if they would support their child to play) with the post program outcomes (whether the child played rugby after the programs). Most families (84%) stuck to their pre-program intentions: only five children (10%) from families who said they did not intend for their child to play rugby or did not know if they wanted their child to play rugby went on to keep playing after the programs. Three children (6%) whose families said they did intend for their child to play changed their mind, and their child had not played rugby since participating in the programs. It will be important to explore the demographic characteristics of families who do and do not change their minds in future research where the sample size is larger—sample sizes were too small to explore in this research.

5.1.1 More Try Rugby participants registered with a rugby club

Children who have played rugby since the two programs are doing so in different contexts. Parents reported on the follow up survey that Gala Day participants are mostly playing rugby at school, with only one in four (27%) registered to play with an organised team or sports club. By contrast, almost three-quarters of Try Rugby parents (71%) reported that their child is registered to play with an organised team or sports club and none are playing at school.

This pattern is reflected in the number of children who were registered with a rugby club before and after the program. As shown in Table 13, one in two Try Rugby participants were already registered with a club before the program, and another 35% went on to register with the Forest Junior Rugby Union Club after the program. By comparison, only one in 10 Gala Day participants was registered with a club before the program, and only four children registered with the Hawkesbury Junior Rugby Union Club after the program.

Table 12. Proportion of children registered with a rugby club before and after the programs, by program

	Gala Day (N=97)	Try Rugby (N=70)
Registered before the program	14 (14%)*	35 (50%)
New registrations	4 (4%)†	25 (35%)

Source: Forest Junior Rugby Club and Hawkesbury Valley Junior Rugby Club records

Notes: *Hawkesbury Valley Junior Rugby Club n=7; Blue Mountains n=5; Rooty Hill n=2. † Hawkesbury Valley Junior Rugby Club n=1; Rooty Hill n=2; Blue Mountains n=1)

As discussed earlier in the report (Section 2.3) there is some confusion about whether the objective of the programs is to increase children and families' engagement with rugby union (through active and passive involvement) or active participation in the game. Club registrations are an important outcomes data source, especially if the ultimate objective of the two programs is active participation. There is scope to improve the quality of data collected on the number of children registered with clubs, particularly for Gala Day. Although the Gala Day sign-on sheets ask teachers to indicate whether children were registered with a club, this item was not always completed.

5.2 Conclusions

Children are satisfied with the programs, and more than half of the participants want to keep playing rugby. Building on findings from Chapter 4, parents report that the biggest barrier to their child's ongoing participation in rugby is that they are already doing another sport (typically soccer, rugby league or basketball). Parents told us they have neither the time nor the money to support their child to play another sport. The data

indicates that most parents decide before the programs whether their child will go on to play rugby, which limits the programs' ability to generate new participants.

One of the key limitations of the research is the relatively poor quality and completeness of the participation data for Gala Day and Try Rugby participants. It is crucial to improve the scope and frequency of data collection so the ARU can better understand patterns of participation. To ensure the data is comprehensive, the ARU will need to carefully consider the important variables and ways to ensure the data collection processes are as easy as possible.

6. Lessons for future research

This research project provided valuable information about the delivery and impact of two rugby recruitment programs. The methodology and findings may also be useful for other sports implementing similar programs.

The research represents a new area of investigation for the ARU and NSW Sport and Recreation, and a starting point for future research. It provides important information on the data, tools and processes required to evaluate sports recruitment programs, and identifies the issues and limitations of conducting research in this area.

This chapter outlines what was learnt in undertaking this research and its implications for undertaking future research of this type. The chapter then provides a generic framework for further research on junior sports recruitment programs.

6.1 Lessons from this research

There is a need for meaningful, inbuilt monitoring data and systems

The research found that very little information was systematically collected for either rugby recruitment program, including:

- the age of participating children
- whether participating children had played rugby before
- whether the child registered with the club before and after the program.

All of this data is critical to understanding whether the program is being implemented as intended, and achieving its desired outcomes.

To successfully monitor the success of the two programs in the future, the ARU needs to review its current monitoring systems, and consider moving towards online systems that collect data automatically. New data systems should make it easier to systematically track demographic data of participating children, including whether they are already playing rugby at school or as a registered club player. The ARU will also need to maintain detailed records of their contact with schools in regards to participating in the Gala Day to determine the investment of time needed to secure a school's commitment to participating in the program. Collecting detailed information on program costs will enable a better assessment of whether the time and resources required is appropriate for the outcomes achieved.

Program goals and objectives need further defining to allow for meaningful evaluation of impact

During the research, it became clear that the aims and objectives of the two programs were not clearly defined. Program staff described two, very different objectives of the programs: to provide an opportunity for children to try rugby for the first time, and to increase commitment and participation of children who already play rugby. Clearly defined objectives are essential for implementing appropriate and useful research and evaluation projects.

The ARU needs to determine if the aim of the two programs is to interest more children in playing rugby at school, convert school rugby players to registered club players, or interest children who do not play to join a club. If the programs' objectives are to *broaden* the reach of rugby (i.e., recruit children to rugby who have never played before), the ARU will need to ascertain families' previous experiences of rugby prior to joining the program, and record this. If the aim is to increase commitment of children who *already* play rugby, then other metrics will be required (such as assessing change in children's registration with formal sports club after participation in the program for example).

We developed a program logic model for this research (Figure 2, page 5), which shows how Gala Day and Try Rugby programs could lead to more children playing rugby and remaining committed to it. Reviewing program objectives and developing a revised program logic based on these objectives would support further research in this area, and allow for a more meaningful evaluation of program impact. The logic model should identify external factors that may affect children's participation in rugby, such as costs of participation and parental concerns about safety, which will impact on the success of the program.

Be prepared for lower than expected participant numbers

Fewer children took part in the Gala Day than expected (97 children compared to 200 expected), and fewer parents from both programs completed the parent survey at baseline (n = 91 of a possible 178) and follow-up (n = 69). This reduced the power of our parent data and our ability to provide strong and clear research findings.

Initial power calculations (developed in the planning phase of this research) estimated that parent surveys were required from 84% of parents participating in the Try Rugby program, and 67% of parents participating in the Gala Day to provide the statistical power required¹¹. In hindsight, this figure may have been unrealistic. Survey response rates vary widely but, in our experience, (and available research) are usually around 50%¹². The figures also did not account for reductions in the number of parents

¹¹ Based on a size of change of 10%, and 80 children attending the Try Rugby day, and 200 children attending the Gala Day.

¹² Various research, including <http://www.surveygizmo.com/survey-blog/survey-response-rates/>, <http://www.peoplepulse.com.au/Survey-Response-Rates.htm>

responding to the follow-up survey. Many parents (n = 22) opted not to participate in a follow-up interview, and a further 19 were later unable to be contacted (an attrition rate of 28%), due to changed contact numbers, inability to contact the parent, or the parent changing their mind. Future research should consider these participation and attrition rates, and account for them when developing required sample sizes.

We believe every effort was made to engage parents in the research. Our experience when conducting the research was that a more personal, interactive approach to engaging parents was most successful. As an example of this, only five surveys were received from parents when distributed by schools before the Gala Day—the remaining 42 surveys were collected from parents during the Gala Day, when researchers and event staff personally asked each parent to complete the survey. This difference in the effectiveness of these approaches could be due to researchers and event staff being present to answer any questions about the research, and/ or making it easier for parents to return the survey (the parent would not have to ask their child to return the survey to school, where the survey could be lost or forgotten by the child). All in all, this example indicates that busy parents often forget or opt not to complete a survey, when completing the survey is not made easy for them—this is in line with research across many other areas.

Undertaking research in a real-world environment requires clear processes but also flexibility

Conducting research in a real-world environment can be difficult. It is important to have clear guidelines and procedures in place to ensure research is conducted efficiently and ethically but to also be flexible. For example, the research initially intended to distribute parent questionnaires to parents before and after the Gala Day. But when many parents attended the day, the decision was made to distribute the survey to parents directly, which significantly improved the response rate. A number of research tools have been developed as part of this research, including parent surveys and focus groups guides for children—these can be used and modified to support research in this area going forward.

6.2 Developing an approach to research and evaluation in sports recruitment programs

The purpose of ongoing evaluation is to collect data on the impact of ARU recruitment programs which can then provide the ARU with information for improving programs and increasing participation in Rugby Union and other sports.

Instruments similar to those used in this research could be used in research and evaluation data collection. There are two main data collection methods suggested for evaluating sports recruitment programs on an ongoing basis—use of administrative data and program satisfaction surveys. This could be supplemented with children's focus groups and follow-up parent surveys every 3–5 years. The approach taken will

depend on the capacity, skills and resources available to support further research and evaluation.

6.2.1 Using administrative data for evaluation

Administrative data collected during a program can provide useful information for evaluation purposes. This might include program planning and implementation records, registration forms and observation records from those who administer the program.

Data that would be useful to the ongoing evaluation of sports recruitment programs would include:

- total resources committed to the program
- where and how program delivered
- who was involved in delivering the program e.g. clubs, school teachers, volunteers
- participation numbers e.g. schools, children
- participant details e.g. age, gender, previous experience of rugby, previous experience with ARU recruitment programs
- family contact details e.g. name of mother/carer, email address, mail address
- family involvement in rugby e.g. playing, following
- reasons for child participating
- intentions for child to play rugby in the future
- previous experiences of child playing rugby
- number of club registrations (before and after the program).

6.2.2 Program satisfaction surveys for parents and teachers

Satisfaction surveys are commonly used to assess whether a program is meeting the needs of those participating, and to gain demographic information about participants to support program planning and implementation. The research reported in this document gained new information about the demographics of participating children from parent surveys.

Parent surveys are ideally completed immediately following participation in the program, to allow parents to comment on their and their child's experiences of the program. The survey could be provided in hard copy to parents whilst they are waiting for the program to end, or could be emailed to parents in an online format in the week following the program.

Surveys should be very short —preferably no more than one A4 page, with only one or two open-ended questions. Surveys could include questions very similar to those used in this research, and explore the following:

- satisfaction with the program
- how the program could have been improved
- intentions for child to play rugby
- knowledge about how to enrol child in rugby
- barriers to child playing rugby.

6.2.3 Children’s focus groups and parent follow-up surveys

Children’s focus groups and follow-up parent surveys can help gain more comprehensive data on the experiences of children during sports recruitment programs, and the longer-term outcomes of children who participate. Although very useful, these are more costly data collection methods use significant resources, and potentially require specialist expertise. Specialist companies could undertake parent phone interviews, and program staff could be supported to implement children’s focus groups by an experienced researcher/ evaluator. Because of the cost and additional time involved in these methods, we would suggest that these are only undertaken once every 3–5 years and for programs with significant investment.

6.2.4 A generic framework for research on junior sports recruitment programs

Table 20 provides a generic framework to guide data collection for research and evaluation projects for sports recruitment programs. As a generic framework, it details key data items we believe are required to undertake research in this area. The framework should be adapted and modified as required to reflect the individual aims, mechanisms and intended outcomes of individual sports recruitment programs. The timing and nature of data collections may also need to be amended to reflect the skill, capacity and resources available for research and evaluation.

Table 13. Monitoring and evaluation framework—sports recruitment programs

Areas of investigation	Data type	Timing of data collection	Data items
<i>Program implementation</i>			
Program promotion	Program records/ monitoring data; parent/ teacher survey	Ongoing data collection	<ul style="list-style-type: none"> ▪ # promotional visits to schools/ community venues ▪ Time taken in promotion visits to schools/ community venues ▪ # of promotional materials ▪ Timing of distribution of promotional/ media materials ▪ Any issues with promotional materials/ visits ▪ How parents/ teachers found out about the program
Program resources	Program records/ monitoring data	Ongoing data collection	<ul style="list-style-type: none"> ▪ # personnel available, Inc. event staff, club staff and volunteers ▪ # personnel planned ▪ Name and key details of club/ venue where program delivered ▪ Availability of other resources(to be defined) ▪ Impact of unavailable personnel

Areas of investigation	Data type	Timing of data collection	Data items
Program costs	Program records/ monitoring data	Ongoing data collection	<ul style="list-style-type: none"> ▪ Staff time spent in planning/ delivering the program ▪ Program costs, including costs of new equipment, 'take-away' for kids ▪ Program revenue (if applicable)
Program participation	Program records/ monitoring data	Ongoing data collection	<ul style="list-style-type: none"> ▪ # children/ schools/ families who participated ▪ Key demographics of participating children/ schools families, i.e. age, gender, previous exposure to rugby and other sports
Program impacts and outcomes			
Parent/ teacher satisfaction	Parent/ teacher survey	After program end	<ul style="list-style-type: none"> ▪ # and % parents/ teachers satisfied with the program ▪ # and % parents/ teachers who intend for their child/ student to participate in the sport
Participant satisfaction	Focus groups	Every 3-5 years	<ul style="list-style-type: none"> ▪ Children's satisfaction and experiences of the program ▪ Children's ideas on how the program could be improved
Parent/ teacher knowledge	Parent/ teacher survey	After program end	<ul style="list-style-type: none"> ▪ # and % parents/ teachers who know how to enrol/ support their child/ student in playing the sport
Future participation in sport	Parent follow-up survey (after approx.. 3 months)	Every 3-5 years	<ul style="list-style-type: none"> ▪ # and % parents who report that their child is regularly participating in rugby ▪ # children participating in rugby who were not participating before the program. ▪ Reported barriers to participation in rugby ▪ Reasons for not participating in rugby ▪ (If relevant for program type): # children who register with participating rugby club
	Program records/ monitoring data	Ongoing	

7. Conclusions and implications

This research project represents the first step in learning more about youth-targeted sports recruitment programs. The focus was necessarily limited to two separate case studies of two quite different ARU recruitment programs and this limits the conclusions that can be drawn. The key conclusions and implications of this research are reported here.

Program participation and implementation

Both programs were successfully implemented, although it is not clear what components of the programs are considered essential to their success, and how variable the delivery of the two programs are across NSW.

As they are currently implemented, the Gala Day and Try Rugby programs are predominantly reaching children who have already played rugby, or whose families are ‘inside the tent’ and intend for them to play rugby in the future. All schools who participated in the Gala Day had previously participated, and three of the five participating schools had a school rugby team, indicating that Gala day schools are somewhat ‘in the tent’.

Many children participating in the programs were also playing other sports before participating in the program; this was particularly the case for the Gala Day children, due to them being older in age. Playing another sport was found to be a significant barrier to playing rugby regularly, mainly due to lack of parents’ time and costs involved. Targeting younger children for recruitment programs may result in more commitment to play rugby, since commitment to other sports has not yet been made. Soccer (football) and Rugby League are major competitors for Rugby Union, particularly for Gala Day children.

Both programs require the support of a host rugby club that can provide sufficient resources for the day to be a success. To enhance opportunities for increasing registrations, the club supporting Gala Day should provide opportunities for all interested children to participate in rugby that season, which did not happen in this case study. Gala Day participants in this research lived across a broad area—working with other local rugby clubs may have helped to promote opportunities for joining a registered club to participants, especially since parents of Gala Day children did not learn as much as Try Rugby parents about the local rugby club. Clubs that host Try Rugby programs play a lead role and have less support from the ARU; the choice of club is crucial and not all clubs may be suitable.

Considerable investment of ARU staff time is required to engage schools and secure their participation in the Gala Day and a school’s involvement depends on the interest of the teachers responsible for physical education activities. More may need to be done to

ensure that schools commit to participating, as half the schools intending to participate dropped out just before the event.

The type of schools targeted for the Gala Day may depend on the program objectives. For example, if the objective is to broaden the reach of rugby, the ARU will need to do more to reach children and families who have not yet experienced rugby. Based on the research evidence, it would be strategic to target Gala Days to children from public schools, where rugby is less often played. To be successful in this strategy, the ARU will need to carefully consider which schools it engages with and do more to understand and overcome the barriers to participation schools face, such as lack of time to participate in the Gala Day, and teachers' knowledge about rugby. This will require the ARU to maintain a comprehensive database of schools within a particular region, including the school type and experience with rugby.

Barriers to participation in rugby

Overall, the barriers parents reported to their child playing rugby were similar to those found in other research on children's participation in sport. Many parents perceived lack of time to assist their child to participate in rugby as a barrier. Overall, parents of children participating in Gala Day were more likely to report moderate or significant barriers to their child playing rugby and are in general more difficult to reach and influence. Neither the Gala Day nor the Try Rugby programs are decreasing parents' perceived barriers to their child participating in rugby. Since safety and the costs of footwear, uniforms and registration fees are major barriers to children's participation, particularly for families from lower socioeconomic status backgrounds who are not 'inside the tent', the ARU and rugby clubs may need to consider more carefully how these could be addressed.

Program impacts and outcomes

The evidence shows the programs achieved the aim of providing a positive valuable experience of rugby, although for many children, the programs were not their *first* experience of rugby. Children wanted to keep playing rugby after the programs, indicating that the program enhances ongoing participation in rugby.

New club registrations of children who participated in both programs provided evidence that children's active involvement with rugby increased following the recruitment programs. Registrations would probably have been greater if the Hawkesbury club had fielded an Under 12 team in the 2013 season. While the research could not determine whether children might have joined even if they had not participated in the program it seems likely that program participation increased registrations to some extent.

Establishing clear objectives for sports recruitment programs

Apart from the overall program objective of giving children and their families a positive first experience of rugby, the aims and objectives of the two programs are not clearly defined. The ARU needs to determine if the objectives of the programs are to interest

more children in playing rugby at school, convert school rugby players to registered club players, interest children who do not play at school to join a club, or some other aim. If the programs' objectives are to *broaden* the reach of rugby, the ARU will need to do more to reach children and families who have not yet experienced rugby, and who are not already 'in the tent'.

Implications for future research and evaluation

The research provided a good 'first-step' in understanding the implementation and outcomes of sports recruitment programs, and how these can be evaluated. Further research in this area is required to gain a more comprehensive understanding of what these programs can achieve and what leads to their success. Improved systems for systematic data collection and monitoring would support ongoing research and evaluation.

Appendix 1: Detailed methods

A1.1 Ethics approval

The Human Research Ethics Committee at the University of Sydney approved the research (November 2012 Protocol Number 15361). The Committee required that parents provide their written consent for children to participate in the study.

Recruitment

Gala Day: Study information sheets and consent forms were distributed by a liaison teacher at the schools were agreed to participate, two weeks prior to the Gala Day. Parents and children who agreed to participate returned signed consent forms to the liaison teacher who agreed to collect the forms and returned them to ARTD on the Gala Day. Additionally, to ensure a high response rate, information sheets and consent forms were also included in the 'show-bags' distributed to children on the Gala Day

Try Rugby: Study information sheets and consent forms were distributed by ARTD to parents when registering on day one for Try Rugby (i.e. the first week of the four week program). Parents and children who agreed to participate returned a signed consent form to ARTD staff at the time of registering for Try Rugby.

Coaches, club members and volunteers also gave informed consent to participate in the research. Information sheets and consent forms were distributed directly to coaches (Try Rugby only), club members and volunteers who were involved in delivering Try Rugby and consent forms for those who agreed to participate collected on the registration day.

A1.2 Baseline and follow up parent surveys

We surveyed parents of children who participated in the Gala Day and Try Rugby programs at two time points: before the child participated (baseline), and after the child participated. Parents completed the baseline survey in hard copy, and the follow up survey over the phone using Computer Assisted Telephone Interview (CATI) methods.

Sample

We made sample size calculations to ensure we could detect, with 95% confidence, any changes in parents' responses to the pre and post surveys. The necessary sample size was 201 parents in total (Gala Day n=134, Try Rugby n=67).

Recruitment/ distribution

We distributed the survey directly to all parents involved in Try Rugby. For children involved in Gala Day, the schools' liaison teacher distributed a questionnaire to parents who agreed to participate and children returned the questionnaire to the liaison teacher. ARTD staff collected the questionnaires at the Gala day from the liaison teacher. All parents who completed the survey were entered into a prize draw.

All parents who completed the questionnaire at baseline and gave consent to be followed up (N=69) were contacted three months after the program (June 2013). The parent who filled out the baseline survey was interviewed again at follow up using a Computer Assisted Telephone Interview (CATI). The follow up survey took approximately 10 minutes to complete. Up to five contact attempts were made before the family was classified as lost to follow up.

Instrument

The baseline survey collected key demographic information on the child (age and gender) and family (parents' level of education and postcode of residence). Postcode was used as a proxy for socioeconomic status (SES), based on the Australian Bureau of Statistics' (ABS) Socioeconomic Index for Areas (SEIFA).¹³ The baseline survey focussed on establishing the child and family's rugby background (extent of participation and engagement with the sport) as well as their reasons for taking part in the two programs, intent to play rugby and barriers to playing rugby.

The follow up survey instrument repeated some of the questions from the baseline survey (intention to play rugby, barriers to playing rugby) to assess change over time. It also included a range of open and closed questions about the parent's satisfaction with the two rugby programs.

Response rate

We received approximately half the number of expected responses to the baseline survey (Table A1.1). Despite this, the rate of follow up was strong: 72% of all parents who completed the baseline survey also did the follow up survey (Try Rugby follow up rate 71%, Gala Day follow up rate 74%). The proportion of Try Rugby and Gala Day families was the same at follow up as it was at baseline. We have limited demographic information on the families who participated in the surveys, but slightly fewer university-educated parents (mothers or fathers) completed the follow up survey.

¹³ The SEIFA summarises a variety of Census-derived socioeconomic indicators for geographic areas, including income, educational attainment, unemployment and proportion of people in unskilled occupations). It classifies socioeconomic status into low, middle and high tertiles.

Table A1.1: Summary of parent survey participation rates, by program

	Try Rugby		Gala Day		Total	
	n	%	n	%	N	%
Parent survey						
Baseline surveys distributed	81	-	97	-	178	-
Baseline parent surveys received	44	54%	47	48%	91	51%
Baseline survey participants who agreed to follow up	34	42%	35	36%	69	39%
Follow up completed	24	30%	26	27%	50	28%

Data analysis

Data were analysed using SPSS (version 21, Chicago, IL). Means and proportions were calculated and differences between variables according to rugby program tested for baseline and for pre-post data. For baseline data, T-tests were used to test the difference between continuous variables and for categorical data, Fisher’s exact chi-square test used to test the differences between rugby programs (Try Rugby and Gala Day). Paired t-tests were used to assess difference. Significance was set at P<0.05. Data are stratified by rugby program.

A1.3 Focus groups with children

Information from children was collected through focus groups on the day by ARTD staff.

Children were selected to participate in the focus groups from the larger pool of children whose parents had consented for the child to be involved in the research. We ran a total of six groups across the two programs, with three focus groups at each event. A total of 36 children participated in the focus groups, representing approximately 20% of the children who participated in the two programs.

Children were selected to ensure a mix of age and genders and were assigned to one of three focus groups:

1. Children aged between 5 and 7 years
2. Group 2: Older children (8 years or older)
3. Group 3: Siblings

Each group included between two and nine children. There were 30 male participants and 6 female participants, which is consistent with the gender split of all participants in the two programs. Participating children were aged between 5 and 12 years; younger children were typically Try Rugby participants, whereas older children were typically

Gala Day participants. This reflects the age distribution of all participants in the two programs.

During the focus group, children were asked about their experiences of the program, and their previous experience of rugby and other sports.

The focus groups were conducted in a quiet location away from other children so that the children could concentrate using semi-structure questions. Children had the opportunity to ask questions about the research before the focus group started. Each session lasted between 15 to 30 minutes and was audio recorded and transcribed later for analysis.

We developed a qualitative coding framework, and coded the focus group transcriptions against the framework in QSR NVivo (Version 10.0). We used the software to describe key themes and describe similarities and differences across different participant groups (program and child characteristics, including age and gender).

A1.4 Teacher surveys

Teachers involved in the Gala Days were asked to complete a questionnaire at baseline asked why their school chose to participate in the Gala Day, and questions on their satisfaction with the program and its organisation on the day.

A1.5 Interviews with key stakeholders

We conducted semi-structured interviews were conducted with coaches, club members, volunteers and ARU staff involved in the delivery of the programs. Interviews were held as soon as possible after the program, and all were completed within one month of the end of the program.¹⁴ Interviews were primarily done by telephone with individuals or groups, as practical and appropriate. The interviews sought these stakeholders’ views on how well the program was delivered and the value of the event for children and families, clubs and the ARU. The total number of interviews is shown in Table A1.2.

Table A1.2: Summary of stakeholder interviews, by program

	Try Rugby (n)	Gala Day (n)	Total (N)
Coaches	1	1	2
Club members	2	3	5
Volunteers	1	0	1
ARU staff	2	2	4

¹⁴ One interview was done face-to-face, on the day of the program.

We developed a qualitative coding framework, and coded the interview transcripts against the framework in QSR NVivo (Version 10.0). We used the software to describe key themes and describe similarities and differences across different participant groups (program and interviewee type).

A1.6 Review of administration data

We received a range of administrative data from the ARU, participating schools and rugby clubs (Table A1.3). One crucial limitation is that lack of participant details in the registration data, particularly for Try Rugby. This means that the strongest source of demographic information for participants is our baseline and follow up parent surveys, however only this represents only half (51%) of all participants at baseline, and one-quarter (28%) of all participants at follow up.

Table A1.3: Summary and completeness of available administrative data

	Try Rugby	Gala Day
Registration data	Data for session held on 22/2/2013 only. Indicates that only 70 participants took part, although ARU data suggests 81 participants took part. No demographic information or data on whether children already registered to play with a club.	Data for five participating schools. Some demographic information (age group, gender, registered with a club). Not all schools completed information about whether children were already registered to play with a club.
ARU database	Not applicable	List of potential participating schools (N=18) and reasons for participating/ not participating
Pre and post program registrations	Numbers provided by Forest Junior Rugby Club. No data available for children who joined other clubs.	Numbers provided by Hawkesbury Valley Junior Rugby Union Club.
Staff costs	Not available	Number of staff hours, hourly rate
Merchandise costs		

Appendix 2: Supplementary data tables

Table A2.1: Child's participation in rugby and other sports in the past 12 months, by program

	Gala Day (N=47)	Try Rugby (N=44)	P value
	Yes	Yes	
In the last 12 months, has your child been actively involved in any other sports? (That is, plays any other sports once a week or more?)	89.4%	81.8%	0.38
In the last 12 months, was your child registered to play any other sports (that is, registered with an organised team or sports club?)	87.2%	63.6%	0.01*

Source: Baseline parent survey data (N=91)

Table A2.2: Sports that program participants were registered to play in the past 12 months, by program

Sport	N
Soccer/ football (including Futsal)	37
Rugby	25
Rugby league	14
Rugby union	6
Oz Tag	4
Rugby (unspecified)	1
Cricket	8
Little Athletics	7
Swimming	6
Basketball	6
Martial Arts (Taekwondo, Karate Tackidokae)	6
Nippers	4
Gymnastics	2
Baseball or softball	2
'Other'	5

Source: Baseline parent survey data (N=91)

Notes: 'Other' sports were mentioned only once and included netball, tennis, dance, golf and motocross.

Table A2.3: Child's family/ significant others' involvement in rugby, by program

	Gala Day (N=47)	Try Rugby (N=44)	P value
Parents/ sibling/ close relative plays rugby			0.60
Once a week or more	21.7%	25.0%	
Once a month or more	2.2%	0.0%	
Less than once a month/ never	76.1%	75.0%	
Close friends of my child play rugby			0.24
Once a week or more	32.6%	47.7%	
Once a month or more	6.5%	9.1%	
Less than once a month/ never	60.9%	43.2%	
Parents/ sibling/ close relative attends rugby games			0.06
Once a week or more	21.7%	11.4%	
Once a month or more	6.5%	22.7%	
Less than once a month/ never	71.7%	65.9%	
Close friends of my child attend rugby games			0.17
Once a week or more	11.6%	26.1%	
Once a month or more	30.2%	19.6%	
Less than once a month/ never	58.1%	54.3%	
Parents/ sibling/ close relative consume rugby media			0.18
Once a week or more	34.8%	50.0%	
Once a month or more	19.6%	22.7%	
Less than once a month/ never	45.7%	27.3%	
Close friends of child consume rugby media			0.99
Once a week or more	32.6%	31.8%	
Once a month or more	19.6%	20.5%	
Less than once a month/ never	47.8%	47.7%	

Source: Baseline parent survey data (N=91)

Table A2.4: Child's previous participation in rugby, by program

	Gala Day (N=26)	Try Rugby (N=24)	P value
	Yes	Yes	
Has your child played rugby <u>before</u> participating in the rugby day?	57.7%	25.0%	0.03

Source: Follow up parent survey data (N=50)

Table A2.5: Context in which child had previously played rugby, by program

	Gala Day (N=26)	Try Rugby (N=24)
At school—general	11.5%	0.0%
As part of the school's competitive rugby team	42.3%	0.0%
Registered with an organised team or club	26.9%	25.0%
With friends—unorganised	3.8%	0.0%
Other	3.8%	0.0%

Source: Follow up parent survey data (N=50)

Table A2.6: Parent and significant others' support for their child to play rugby, by program

	Gala Day			Try Rugby		
	Pre (N=47)	Post (N=26)	P value	Pre (N=44)	Post (N=24)	P value
I think it is a good idea for my child to participate in rugby	91.5%	76.9%	0.15	100.0%	91.7%	0.12
Others I live with think it is a good idea for my child to participate in rugby	93.6%	80.8%	0.12	86.4%	87.5%	1.00
My child thinks it is a good idea for them to participate in rugby	97.9%	88.5%	0.13	93.2%	91.7%	1.00

Source: Baseline (N=91) and follow up (N=50) parent survey data

Notes: Proportions include 'agree' and 'tend to agree'

Table A2.7: Parents' intent for their child to continue participating in organised rugby after the programs, by program

	Gala Day (N=26)	Try Rugby (N=24)	P value
I intend for my child to participate in organised rugby	40.7%	68.2%	0.091
I do not intend for my child to participate in organised rugby	31.9%	6.8%	
I don't know if I intend for my child to participate in organised rugby	27.7%	25.0%	

Source: Baseline (N=91) parent survey data

Table A2.8: Differences between parents who intended for their child to continue participating in organised rugby after the programs, by program

Do you intend for your child to participate in organised rugby after the program?	No/ don't know (N=42)	Yes (N=49)	P value
Program			
Try Rugby	32%	68%	0.005
Gala Day	60%	40%	
Socioeconomic status			
Medium	62%	26%	
High	38%	74%	0.001
Parents' post-school education			
Mother	60%	76%	
Father	60%	80%	0.031

Source: Baseline (N=91) parent survey data

Notes: Socioeconomic status based on Australian Bureau of Statistics Socioeconomic Index for Areas (SEIFA), Census 2006; Post school education includes TAFE (Graduate Certificate or Diploma) and university education). School type was determined using the name of the child's school. School name was not recorded for children who took part in the Try Rugby program.

Table A2.9: Parents' willingness to support and encourage their child to continue to play rugby after the programs, by program

	Gala Day (N=26)	Try Rugby (N=24)	P value
	Likely	Likely	
If your child enjoys playing rugby, how likely are you to support them to play rugby after the program?	84.8%	100.0%	0.012
How likely are you to encourage your child to try rugby for at least one season?	60.9%	93.0%	0.001
If your child did not enjoy playing rugby at this time, how likely are you to encourage them to try when they are older?	56.8%	62.8%	0.66

Source: Follow up (N=50) parent survey data

Notes: Parents who responded 'don't know' were categorised as 'unlikely'. 'Extremely likely' and 'likely' were categorised as 'likely'.

Table A2.10: Reasons why parents registered their child to participate in the Try Rugby program

	Try Rugby (N=44)
My child had shown an interest in rugby	59.1%
I thought my child would enjoy playing rugby	52.3%
I thought rugby would help my child meet other children their age	15.9%
I thought rugby would help my child to keep healthy	29.5%

Source: Baseline survey data (N=91)

Table A2.11: How parents heard about the Try Rugby program

	Try Rugby (N=44)
A promotional visit by the ARU to my child's school	0.0%
A promotion visit by the ARU at another venue (e.g. shopping centre)	2.3%
Other communication from the event organisers (e.g. flyer from the ARU, email from the ARU)	15.9%
Through communication with my child	0.0%
Through communication with another parent	29.5%
Other media (newspaper article, internet)	4.5%
Through communication with the rugby club running the program	45.5%
Through communication from my child's school	0.0%

Source: Baseline survey data (N=91)

Table A2.12: Proportion of parents who agree that the cost of the Try Rugby program is reasonable, before and after the program

	Pre (N=44)	Post (N=24)	P value
	Yes	Yes	
Do you think the cost of the Try rugby program (\$50) is reasonable?	95%	100%	0.54

Source: Follow up parent survey data (N=50)

Table A2.13: Parents' perceptions about how valuable the program was for their child, by program

	Gala Day (N=26)	Try Rugby (N=24)	P value
	Valuable	Valuable	
On the whole, how valuable do you feel the day/ program was for your child?	96.2%	83.3%	0.18

Source: Follow up parent survey data (N=50)

Notes: The response categories 'very valuable' and 'valuable' were combined into a single category

Table A2.14: Parents' perception of whether their children wanted to keep playing rugby after the program, by program

	Gala Day (N=26)	Try Rugby (N=24)	P value
	Yes	Yes	
Did your child want to keep playing rugby after the day or program?	73.1%	75.0%	1.00

Source: Follow up parent survey data (N=50)

Table A2.15: Proportion of children who have played rugby since participating in the programs, by program

	Gala Day (N=26)	Try Rugby (N=24)	P value
	Yes	Yes	
Has your child played rugby since participating in the rugby day?	46.2%	70.8%	0.09

Source: Follow up parent survey data (N=50)

Table A2.16: Context in which child has played rugby since participating in the program, by program

	Gala Day (N=26)	Try Rugby (N=24)
At school—general	3.8%	0.0%
As part of the school's competitive rugby team	19.2%	0.0%
Registered with an organised team or club	26.9%	70.8%
With friends—unorganised	0.0%	4.2%
Other	0.0%	0.0%

Source: Follow up parent survey data (N=50)

Table A2.17: Proportion of children who are still playing rugby since participating in the program, by program

	Gala Day (N=26)	Try Rugby (N=24)
	Yes	Yes
Is your child still playing rugby?	83.3%	100.0%

Source: Follow up parent survey data (N=50)

Table A2.18: Frequency with which child is still playing rugby, by program

	Gala Day (N=26)	Try Rugby (N=24)
Once a week or more	90.0%	100.0%
Less than once a month	10.0%	0.0%

Source: Follow up parent survey data (N=50)

Table A2.19: Proportion of parents who received information about the rugby club or enrolling their child in rugby, by program

	Gala Day (N=26)	Try Rugby (N=24)	P value
	Yes	Yes	
Did you meet a representative from the rugby club during the day or program?*	45.8%	66.7%	0.24
Did you learn anything new about the rugby club during the day or program?*	11.5%	39.1%	0.04
Did you receive information about how to enrol your child in rugby at their school or club as the result of the day or program?†	30.8%	37.5%	0.77
Did you or your child receive an invitation to another rugby participation event or program following the day or program?†	28.6%	52.4%	0.21

Source: Follow up parent survey data (N=50)

Notes: * Excludes parents who were not present on the day. † 'Don't know' responses were coded as 'no'.

Table A2.20: Proportion of children who have previous exposure to rugby, by program

	Gala Day (N=47)	Try Rugby (N=44)	P value
	Yes	Yes	
Has your child played rugby before participating in the rugby day (at school, club, other)?	66.0%	22.7%	<0.001
Does your child attend a school that has a competitive rugby team?	42.6%	3.8%	<0.001

Source: Baseline parent survey data (N=91)

Table A2.21: Proportion of parents reporting moderate or significant barriers to their child's participation in rugby, by program

	Gala Day			Try Rugby		
	Pre (N=47)	Post (N=26)	P value	Pre (N=44)	Post (N=24)	P value
Not knowing how much it costs for my child to participate in rugby	29.8%	23.1%	0.60	4.5%	12.5%	0.34
The cost of uniforms and footwear	27.7%	3.5%	0.43	2.3%	4.2%	1.00
The cost of the registration fee	29.8%	38.5%	0.60	2.3%	8.3%	0.28
Not having enough time to assist my child to attend rugby	31.9%	30.8%	1.00	34.1%	33.3%	1.00
Limited availability of transport to get my child to the venue	27.7%	15.4%	0.27	15.9%	20.8%	0.74
Not knowing how to enrol my child in organised rugby	19.1%	15.4%	0.76	4.5%	8.3%	0.61
Limited knowledge of appropriate organised rugby programs in my area	31.9%	30.8%	1.00	9.1%	8.3%	1.00
Limited availability of appropriate organised rugby programs in my area	31.9%	41.7%	0.44	9.1%	8.7%	1.00
Concerns about the safety of my child when playing rugby	44.7%	42.3%	1.00	31.8%	33.3%	1.00

Source: Baseline (N=91) and follow up (N=50) parent survey data

Notes: Moderate and significant barriers compared to small/ no barrier

Table A2.22: Proportion of parents who said they did not know if they intended for their child to keep playing rugby (n=24) reporting moderate or significant barriers to their child's participation in rugby, by program

	Gala Day N=13	Try Rugby N=11	P value
Not knowing how much it costs for my child to participate in rugby	46.2%	0.0%	0.02
The cost of uniforms and footwear	38.5%	0.0%	0.04
The cost of the registration fee	46.2%	0.0%	0.02
Not having enough time to assist my child to attend rugby	53.8%	45.5%	1.00
Limited availability of transport to get my child to the venue	38.5%	18.2%	0.39
Not knowing how to enrol my child in organised rugby	38.5%	18.2%	0.39
Limited knowledge of appropriate organised rugby programs in my area	46.2%	18.2%	0.21
Limited availability of appropriate organised rugby programs in my area	46.2%	18.2%	0.21
Concerns about the safety of my child when playing rugby	53.2%	27.3%	0.24

Source: Follow up (N=50) parent survey data

Notes: Moderate and significant barriers compared to small/ no barrier

Table A2.23: Reasons why teachers chose to participate in Gala Day

	N	Agree (%)	Disagree (%)
To provide an opportunity for students to learn more about the game of rugby	5	100%	0%
To provide an opportunity for students to try out/ get involved in the game of rugby	5	100%	0%
To encourage students to be more physically active	5	100%	0%
To provide an opportunity for students to meet students from other schools	3	33%	67%
To provide teachers with the opportunity to meet teachers from other schools	4	75%	25%
To provide an opportunity for students to learn about the principles of 'fair play' and good sportsmanship	5	100%	0%
To offer students a new experience	5	100%	0%
To allow students to have a day out of the school environment	5	60%	40%

Source: Teacher survey (n=5)

Notes: 'Agree' includes 'Agree and tend to agree', 'disagree' includes 'tend to disagree' and 'disagree'. Participants who chose 'neither agree or disagree' or 'don't know' were excluded from the analysis of that item.

Table A2.24: Teachers' satisfaction with aspects of the Gala Day

	N	Positive	Negative
Communications with the event organiser before the event	5	80%	20%
Quality of the promotional materials for the event	4	100%	0%
Promotional visits by the ARU before the event	2	100%	0%
Promotional materials before the event	3	100%	0%
The quality of the venue	5	100%	0%
The coordination of the event (the flow of activities through the day)	5	100%	0%
The professionalism of event staff	5	100%	0%
Students' enjoyment of the day	5	100%	0%
Overall satisfaction: extent to which the day met your needs	5	100%	0

Source: Teacher survey (n=5)

Notes: 'Positive' includes responses of 'excellent' or 'good'; 'Negative' includes responses of 'OK' or 'poor'. Participants who 'don't know' or 'not applicable' were excluded from the analysis of that item.

Table A2.25: Total number of moderate or significant barriers parents report to their child participating in rugby, by program

Number of barriers	Gala Day		Try Rugby	
	Pre (N=47)	Post (N=24)	Pre (N=44)	Post (N=24)
0	19 (41%)	3 (13%)	17 (39%)	10 (42%)
1	12 (26%)	6 (25%)	21 (48%)	6 (25%)
2	4 (9%)	5 (21%)	4 (9%)	2 (8%)
3	1 (2%)	3 (13%)	2 (5%)	3 (13%)
4	3 (7%)	3 (13%)	0 (0%)	0 (0%)
5	1 (2%)	1 (4%)	0 (0%)	1 (8%)
6	0 (0%)	2 (8%)	0 (0%)	0 (0%)
7	1 (2%)	0 (0%)	0 (0%)	0 (0%)
8	1 (2%)	1 (4%)	0 (0%)	1 (4%)
9	1 (2%)	0 (0%)	0 (0%)	0 (0%)

Table A2.26: Demographic characteristics of parents who reported an increase in the number of barriers, compared to parents who reported a decrease or no change in the number of barriers, after participation in the two programs

	Fewer or no change in barriers (N=30)	More barriers (N=19)	P value
Program			
Gala Day	15 (50%)	9 (47%)	1.00
Try Rugby	15 (50%)	10 (53%)	
Parent characteristics			
High socioeconomic status†	15 (50%)	13 (68%)	0.247
Mother has post school education*	21 (70%)	12 (63%)	0.757
Father has post school education	19 (63%)	15 (79%)	0.345
Intention to play			
Yes, intend for child to play after program	16 (53%)	11 (58%)	0.669
Child's rugby history			
Yes, played before the program	12 (40%)	12 (63%)	0.148
Yes, child is still playing regularly	19 (63%)	10 (53%)	0.555
Parent characteristics			
High socioeconomic status†	60%	52%	0.388
Mother has post school education*	76%	56%	0.116
Father has post school education*	72%	64%	0.381
Intention to play			
Yes, intend for child to play after program	60%	48%	0.285
Child's rugby history			
Yes, played before the program	36%	64%	0.044*
Yes, child is still playing regularly	94%	92%	0.345

Source: Baseline (N=49) and follow up (N=49) parent survey

Notes: * Data from follow up parent survey

† Socioeconomic status based on Australian Bureau of Statistics Socioeconomic Index for Areas (SEIFA), Census 2006;

* Post school education includes TAFE (Graduate Certificate or Diploma) and university education)

Table A.2.27: Differences in demographic characteristics of parents whose perception of barriers to their child playing rugby was higher than average or lower than average at baseline

	Average/ fewer than average barriers (N=71)	More than average barriers (N=19)	P value
Program			
Gala Day	38 (54)%	6 (32%)	0.122
Try Rugby	33 (47%)	13 (68%)	
Parent characteristics			
High socioeconomic status†	42 (59%)	9 (47%)	0.437
Mother has post school education*	51 (72%)	10 (53%)	0.166
Father has post school education	53 (75%)	10 (53%)	0.090
Intention to play			
Yes, intend for child to play after program	37 (52%)	11 (58%)	0.498
Child's rugby history			
Yes, played before the program	32 (45%)	8 (42%)	1.00

Table A2.28: Differences in demographic characteristics of parents whose perception of barriers to their child playing rugby was higher than average or lower than average at follow up

	Average/ fewer than average barriers (N=26)	More than average barriers (N=24)	P value
Program			
Gala Day	9 (35%)	17 (71%)	0.013*
Try Rugby	17 (65%)	7 (29%)	
Parent characteristics			
High socioeconomic status†	18 (69%)	10 (42%)	0.086
Mother has post school education*	20 (77%)	13 (54%)	0.136
Father has post school education	19 (73%)	15 (63%)	0.547
Intention to play			
Yes, intend for child to play after program	16 (62%)	11 (46%)	0.106
Child's rugby history			
Yes, played before the program	9 (35%)	16 (67%)	0.046*
Yes, child is still playing regularly	17 (65%)	12 (50%)	0.390

Appendix 3: Data collection instruments

A3.1 Parent survey questions

Parent surveys were preceded by information about the research and details for providing written consent to participate, which is not provided here. This provides questions used in the research only.

D1. What is the postcode of your child’s usual residence? _____

D2. How old is your child _____ **years**

D3. Is your child a (Please tick) **Boy** **Girl?**

D4. What is the highest qualification that you have completed? (please tick a box)

Highest educational qualification	Mother	Father
Completed primary school		
Completed years 7-9		
Completed School certificate (Year 10)		
Completed Higher School certificate (Year 12)		
TAFE certificate or diploma		
University/tertiary degree		
Don't know		

[Try Rugby only]

How did you hear about the ARU Come & Try Program (tick all that apply)?

- A promotional visit by the ARU to your child’s schools
- A promotional visit by the ARU at another venue (i.e. local shopping centre)
- Through other communication from the event organisers (i.e., a promotion flyer from the ARU, email from ARU)
- Through communications with your child
- Through communication from another parent
- Other media (newspaper article, internet)
- Through communication a sports club where the ARU Come & Try Program is run
- Through communication from your child’s schools

Other (Please specify) _____

[Try Rugby only]

What were the main reasons you decided to register your child for the ARU Come & Try Program (tick all main reasons)?

- My child had shown an interest in rugby I thought my child would enjoy playing rugby
 I thought rugby would help my child to meet other children their age I thought rugby would help my child to keep healthy
 Other (Please specify)

[Try Rugby only]

Do you think the cost of the ARU Come & Try Program (\$50) is reasonable?

- Yes No Not sure

[Both programs]

The following questions ask how you feel about your child participating in rugby. To what extent would you agree or disagree with the following statements?

	Agree	Tend to agree	Neither agree or disagree	Tend to disagree	Disagree
Overall, I think it is a good idea for my child to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Overall, others who I live with think it is a good idea for my child to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Overall, my child thinks it is a good idea for them to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

The following questions ask about your child's involvement in rugby and/ or other sports.

	Yes	No	Don't know
Has your child played rugby prior to participation in the ARU Come & Try Program (at school, at club, other)?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>
Does your child attend a school that has a competitive rugby team?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>
Do you intend for your child to participate in organised rugby after the ARU Come & Try Program (at school, at club, other)?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>
In the last 12 months, has you child been actively involved in any other sports (i.e. plays any other sport once a week or more)?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>
In the last 12 months, was your child registered to play any other sports (i.e. registered with an organised team or sports club)?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>

If your child was registered to play any other sports in the last 12 months, please list these here.

The following questions ask about the involvement of significant persons in your child's life in rugby. This might include their parents, siblings, close relatives or close friends.

How often do significant persons in your child life participate in the following?

	Once a week or more	Once a month or more	Less than once a month	Rarely/ never	Don't know
Parents, siblings and/ or a close relative of my child play rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

	Once a week or more	Once a month or more	Less than once a month	Rarely/ never	Don't know
Close friends of my child play rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Parents, siblings and/ or a close relative of my child attend rugby games	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Close friends of my child attend rugby games	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Parents, siblings and/ or a close relative of my child choose to watch/ listen/ read rugby related media	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Close friends of my child choose to watch/ listen/ read rugby related media	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

8. The following questions ask how likely it is that your child will continue to participating in rugby. To what extent would do you think this is likely or unlikely?

	Extremely likely	Likely	Neither likely or unlikely	Unlikely	Extremely unlikely
If your child enjoys playing rugby how likely are you to support them to play rugby?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
How likely are you to encourage your child to try rugby for at least one season?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
If your child did not enjoy playing rugby this time, how likely are you to encourage them to try when they are older?	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

To what extent do you feel that the following would be barriers to your child participating in rugby after the ARU Come & Try Program?

	A significant barrier	A moderate barrier	A small barrier	Not a barrier at all	Don't know
Not knowing how much it costs for my child to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
The cost of uniforms and footwear	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
The cost of the registration fee	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Not having enough time to assist my child in attending rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Limited availability of transport to get my child to a venue to play rugby (i.e., not having a car, poor public transport)	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Not knowing how to enrol my child in an organised rugby program	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Limited knowledge of appropriate organised rugby programs available in my area	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Limited availability of appropriate organised rugby programs in my area	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

	A significant barrier	A moderate barrier	A small barrier	Not a barrier at all	Don't know
Concerns about the safety of my child when playing rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

Please outline any other barriers to your child participating in rugby after the ARU Come & Try Program.

A3.2 Parent follow-up telephone survey questions

SurveyTalk (who undertook the CATI interviews with parents) were provided with a clear script for introducing the research to parents and arranging a convenient interview time. The questions used during the CATI interview with parents are provided below.

1. On the whole, how valuable do you feel the (ARU Come & Try Program/ Gala Day) was for your child? Please choose the response that best describes your opinion.

- (1) Very valuable
- (2) Quite valuable
- (3) Not that valuable
- (4) Not at all valuable
- (5) Don't know/ can't remember

2. Please briefly comment on why you feel the day was, or was not valuable for your child.

[Try Rugby only]

3. The cost of the ARU Come & Try Program was \$50. Do you think this was a reasonable cost?

- (1) Yes
- (2) No
- (3) Don't know

4. Please comment

5. Did your child want to continue to play rugby after the [ARU Come & Try Program/ Gala Day]?

- (1) Yes
- (2) No
- (3) Don't know or can't remember

6. Please briefly comment on why you think your child did or did not want to continue to play rugby.

7. Did you meet a representative from [Forest/ Hawkesbury] District Rugby Club during the [Try Rugby/ Gala Day] program?

- (1) Yes
- (2) No
- (3) Don't know or can't remember
- (4) I did not attend the Try Rugby program with my child

8. Did you learn anything new about [Forest/ Hawkesbury] District Rugby Club as a result of the [Try Rugby/ Gala Day] program?

- (1) Yes (please comment below) [Go to Q9]
- (2) No [Go to Q10]
- (3) Don't know or can't remember [Go to Q10]

9. Please tell us what you learnt and how you learnt it

I now want to ask you about your child's participation in sport since taking part in the ARU Come & Try Program.

10. Did you receive information about how to enrol your child in rugby at their school or local club as a result of the [Try Rugby/ Gala Day] Program?

- (1) Yes [Please go to Q11]
- (2) No [Please go to Q12]
- (3) Don't know [Please go to Q12]

11. If yes, please describe the information you received and how you received this information.

12. Did you or your child receive an invitation to another rugby participation event or programs following their participation in the [Try Rugby/ Gala Day] Program?

- (1) Yes, and we took up this invitation
- (2) Yes, and we intend to take up this invitation in the future
- (3) Yes, but we did not take up this invitation
- (4) No
- (5) Don't know

13. The following questions ask how you feel about your child participating in rugby now. To what extent would you agree or disagree with the following statements?

	Agree	Tend to agree	Neither agree or disagree	Tend to disagree	Disagree
I think it is a good idea for my child to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Others who I live with think it is a good idea for my child to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
My child thinks it is a good idea for them to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

14. Had your child played rugby **BEFORE** participating in the [Try Rugby/ Gala Day]?

- (1) Yes [Please go to Q15]
- (2) No [Please go to Q16]
- (3) Don't know [Please go to Q16]

15. If yes, in what context/s had they played rugby before (select any that apply)?

Respondents can tick more than one option. Please enter a '1' when a response option has been chosen. If a response option is not chosen, leave blank.

- As part of their school's competitive rugby team
- At school – general e.g. PE classes, lunch time games
- Registered with an organised team or sports club
- With friends – unorganised, outside school
- Other (please specify) _____

16. Has your child played rugby **SINCE** participating in the ARU Come & Try Program (regularly or irregularly)?

- ₍₁₎ Yes [Please go to Q18]
- ₍₂₎ No [Please go to Q17]
- ₍₃₎ Don't know [Please go to Q22]

17. If not, why not? [Please go to Q22]

18. If yes, in what context /s have they played rugby (select any that apply)?

Respondents can tick more than one option. Please enter a '1' when a response option has been chosen. If a response option is not chosen, leave blank.

- As part of their school's competitive rugby team
- At school – general e.g. PE classes, lunch time games
- Registered with an organised team or sports club
- With friends – unorganised, outside school
- Other (please specify) _____

19. Is your child **STILL** playing rugby?

- (1) Yes [Please go to Q21]
- (2) No [Please go to Q20]
- (3) Don't know [Please go to Q24]

20. Why not? [Please go to Q24]

21. On average, how regularly has your child played rugby (including rugby training), over the last three months?

- (1) Once a week or more
- (2) Once a month or more
- (3) Less than once a month

22. Has your child stopped playing other sports to take-up/ continue to play rugby?

- (1) Yes [Please go to Q23]
- (2) No [Please go to Q24]
- (3) Don't know [Please go to Q24]

23. If yes, please explain

24. Since participating in the ARU Come & Try Program, has your child been regularly involved in any other **new** sports (i.e. played any other sport once a week or more)? By **new** sports, we mean sports that they were not participating in regularly **BEFORE** the ARU Come & Try Program.

- (1) Yes [Please go to Q25]
- (2) No [Please go to Q28]
- (3) Don't know [Please go to Q28]

25. If yes, which sport/s?

26. In what context do they play these sports (select any that apply)?

Respondents can tick more than one option. Please enter a '1' when a response option has been chosen. If a response option is not chosen, leave blank.

- As part of their school's competitive sports team
- At school – general e.g. PE classes, lunch time games
- Registered with an organised team or sports club
- With friends – unorganised, outside school
- Other (please specify) _____

[If the child is playing another sport and has not continued with rugby]

27. Why did you and your child decide to take up [name sport/s] but not continue to play rugby?

28. To what extent do you feel that the following are barriers to your child's participation in rugby? For each statement, please indicate whether the barrier is a significant barrier, a moderate barrier, a small barrier or not a barrier at all. You can say 'don't know' if you are not sure.

	A significant barrier	A moderate barrier	A small barrier	Not a barrier at all	Don't know
Not knowing how much it costs for my child to participate in rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
The cost of uniforms and footwear	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

	A significant barrier	A moderate barrier	A small barrier	Not a barrier at all	Don't know
The cost of the registration fee	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Not having enough time to assist my child in attending rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Limited availability of transport to get my child to a venue to play rugby (i.e., not having a car, poor public transport)	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Not knowing how to enrol my child in an organised rugby program	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Limited knowledge of appropriate organised rugby programs available in my area	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Limited availability of appropriate organised rugby programs in my area	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Concerns about the safety of my child when playing rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

29. Please tell us about any other barriers you have or anything about how the barriers we have mentioned stop your child from playing rugby.

30. That's everything we wanted to talk to you about today. Is there anything else you wish to add about your child's experiences with the ARU Come & Try Program and/or the game of rugby?

A3.3 Teacher survey questions

Parent surveys were preceded by information about the research, which is not provided here. This provides questions used in the research only.

What is the name of the school you work at? _____

What is your position at the school (i.e., Sports Master, Principal)? _____

How many students from your school are participating in today's event (approx.)? _____

How did you hear about this Gala Day (Tick all that apply)?

- | | |
|---|--|
| <input type="checkbox"/> A promotional visit by an ARU representative to the school | <input type="checkbox"/> A telephone discussion with an ARU representative |
| <input type="checkbox"/> A promotion flyer/ letter from the ARU | <input type="checkbox"/> Through another teacher at your school |
| <input type="checkbox"/> Through communications with another schools | <input type="checkbox"/> Your own research |
| <input type="checkbox"/> Other (Please specify) _____ | |

To what extent would you agree or disagree that your school participated in the Gala Day for the following reasons?

	Agree	Tend to agree	Neither agree or disagree	Tend to disagree	Disagree	Don't know
To provide an opportunity for students to learn more about the game of rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>
To provide an opportunity for students to try out/ get involved in the game of rugby	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>
To encourage students to be more physically active	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>
To provide an opportunity for students to meet students from other schools	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>
To provide teachers with the opportunity to meet teachers from other schools	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>

	Agree	Tend to agree	Neither agree or disagree	Tend to disagree	Disagree	Don't know
To provide an opportunity for students to learn about the principles of 'fair play' and good gamesmanship	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>
To offer students a new experience	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>
To allow students to have a day out of the school environment	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>	(6) <input type="radio"/>

Please outline any other reasons your school decided to participate in the Gala Day.

Did any of your students choose not to participate in the Gala day?

Yes No Don't know

If yes, approximately how many chose not to participate? _____

What do you think stopped the student from participating in the day and is there any way this could have been overcome?

How would you rate the following aspects of the day?

	Excellent	Good	OK	Poor	Don't know/ NA
Communications with the event organiser before the event	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Quality of the promotion materials for the event	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Promotional visits from the ARU before the event (if did not have this visit, please mark 'Don't know/ NA')	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Promotional materials before the event	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
The quality of the venue	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

	Excellent	Good	OK	Poor	Don't know/ NA
The coordination of the event (the flow of activities throughout the day)	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
The professionalism of event staff	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Students' enjoyment of the day	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>
Your overall satisfaction with the day – the extent to which the day met your needs	(1) <input type="radio"/>	(2) <input type="radio"/>	(3) <input type="radio"/>	(4) <input type="radio"/>	(5) <input type="radio"/>

Please comment on anything you felt the event managed well and not so well.

Do you currently promote rugby to students in your school?

- Yes
- No
- Don't know

Will you promote rugby to students in your school after this event?

- Yes
- No
- Don't know

What impact do you think the day will have on the students from your school who attended?

Do you think your school would be interested in taking part in an event like this in the future?

- Yes, definitely
- Maybe
- Probably not
- Definitely not

Please comment

A3.4 Child focus group questions

Each focus group was preceded by explaining the research to the children, and with rules for the focus group. The following provides the questions used in the focus group only.

1. So, had any of you played rugby before the [Try Rugby/Gala Day]? [3 minutes]

Prompts: Tell me about other times you had played rugby. Did you like playing rugby before or not? Why/ why not? Had any of you heard about the rugby programs run by the Australian Rugby Union before taking part in this [ARU Come & Try Program / NSW State Primary School 7s Day]?

2. And what about other sports—are any of you involved in any other sports? [3 minutes]

Prompts: Which sports? Do you play different sports in the summer to the winter? What sports do you play in winter? Thinking about the rugby you have played either before or at the [Try Rugby/Gala Day], do you think rugby is better in some ways than other sports? If yes, why is that? What other sports you have played that you think are better than rugby? Why do you think they are better?

3. Do you know the name of a local rugby club where people your age can play rugby?

Prompts: How do you know about this rugby club? Did you know before attending the [Try Rugby/Gala Day]?

4. Tell me about what you have been doing during [Try Rugby/Gala Day] and what you have learnt about rugby? [3 minutes]

Prompts: Probe - venue, coaches, 'goodies' received. What have you enjoyed most? What have you enjoyed least? How does what you know about rugby now compare to what

you knew before taking part in the [Try Rugby/Gala Day]? What would you change about the [Try Rugby/Gala Day] to make it better?

5. Has taking part in the [Try Rugby/Gala Day] changed what you think about rugby? [3 minutes]

Prompts: What has changed? Are any of you planning to tell your parents when you get home that you want to take up rugby?

6. How do you all feel about continuing to play rugby after the [Try Rugby/Gala Day]? [3 minutes]

Prompts: Why do you feel you would like to continue to play rugby or not continue to play rugby? Do you feel differently about continuing to play rugby now than you did before the [Try Rugby/Gala Day]? What do you think might stop you from continuing to play rugby in the future? Do you think your parents want you to play rRugby? What do you think your parents would say if you went home and told them that you want to play rugby in a school team or for a rugby club?

7. That's all I wanted to talk to you about today. Thank you so much for coming and speaking with me. Is there anything else you wanted to add about your experiences of the [Try Rugby/Gala Day]? I'll be sticking around for the next hour if you think of anything else you would like to tell me.

A3.5 Question for ARU program coordinators

Each interview was preceded by information explaining the research to the coordinator. The following provides the questions used in the focus group only.

1. Tell me about how long you have been involved with the ARU, and about the history of your involvement in [Gala Day/ Try Rugby events]?

Prompts: how many times have you been involved in the coordination/ delivery of these events? How many years have you been involved in the delivery of these events? Do you have previous experience in organising similar events?

I would now like to talk to you about planning the [Gala Day/ Try Rugby] event.

2. Tell me about how you went about planning this [Gala Day/ Try Rugby] event.

Prompt: How did you attempt to attract schools/ children/ families to the event? What promotional activities were undertaken? How and where were promotional materials distributed? What information was provided to participants and parents prior to the program? How did you engage the local rugby club in the event? How did you ensure that you had the resources required to deliver the event? How much time do you think each of these activities took? (Ask the interviewee to review their costing template if necessary.) Who else was involved in helping you to plan the event?

3. What information/ data did you collect/ use whilst you were planning/ delivering the [Gala Day/ Try Rugby] event?

Prompts: information on contacting schools, information on progress with schools, registration data. Is there any information that you feel would have been useful to collect to help you plan/ deliver the day that you didn't have?

4. Overall, how successful do you feel you were in planning the [Gala Day/ Try Rugby] event?

Prompts: What do you think worked well and why? What do you think didn't work well and why? What challenges did you face, and how did you try to overcome these? Is there anything you would have done differently? Were there any contextual factors, or factors outside of your direct control, that made planning the event easier/ more difficult?

5. How did planning this Gala Day/ Try Rugby event differ to other [Gala Day/ Try Rugby events] you have organised?

Prompts: Did you spend more or less time planning the Gala Day/ Try Rugby event overall, or about the same? Why is that? Do you think you more or less successful in planning this event, or about the same? Why is that? What have you learnt from planning this event?

I now want to speak with you about the delivery of the other Gala Day/ Try Rugby event....

6. Who was involved in the delivery of the day/ program?

Prompts: How many coaches did you have and how did you source these? Were databases of coaches etc. used to support the program? What was the ratio of coaches to participants and what impact did this have? How many volunteers were involved in the day? How many paid ARU staff were involved in the running of the day/ event? Were people involved for the whole day/ event?

7. What was the nature of various people's involvement in the delivery of the day/ program?

Prompts: Coaches, volunteers, clubs, admin staff. What do you feel that each of these groups contributed to the smooth running of the day? Were there any skills/ resources that you felt you were lacking on the day?

8. How many schools/ children participated in the [Gala Day/ Try Rugby event]?

Prompts: How does this compare to what you planned/ hoped for? What factors do you feel affected schools/ children's participation in the event? How does this compare to other [Gala Days/ Try Rugby events] you have been involved with?

9. Talk me through the format of the [Gala Day/ Try Rugby event] as you see it.

Prompt: What activities did children undertake and what is the rationale for this? How were participants connected to the local rugby club during the event?

10. How would you rate the quality of support provided by the local rugby club for the event?

Prompt: Extent and quality of participation by local rugby clubs in the program. Did parents have an opportunity to interact with the local rugby club members? How would

you rate the quality of the venue? Did it meet all your needs for the successfully running of the day?

11. Was the [Gala Day/ Try Rugby event] delivered as planned?

Prompts: What variations occurred during the day? What was the impact of these? Did you have the personnel and equipment required to delivery of the [Gala Day/ Try Rugby event] as intended? What impact did this have?

12. What do you feel worked well when delivering the [Gala Day/ Try Rugby event]?

Prompts: Why? What impact do you think this had on the experience of participants/ parents?

13. What do you feel didn't worked well for this [Gala Day/ Try Rugby event]?

Prompts: Why? What impact do you think this had on the experience of participants/ parents? How could this have been improved? How did today's event compare to other [Gala Day/ Try Rugby events] you have been involved in?

14. How do you think the children responded to the [Gala Day/ Try Rugby event]?

Prompts: What did they enjoy? What did they not enjoy? How does this compare to how you hoped they would respond? Did any children show an interest in participating in rugby after the [Gala Day/ Try Rugby event]? What do you think might prevent them from participating?

15. How do you think parents responded to the [Gala Day/ Try Rugby event]?

Prompts: Did any parents indicate an intention for their child to participate in rugby after the [Gala Day/ Try Rugby event]? What do you think might prevent them from participating?

Before we close the interview, I wanted to quickly ask you about any activities/ actions that were required by you or your team after the [TryRugby/ Gala Day].

16. Are there any actions that you have undertaken since delivering the [TryRugby/Gala Day event], or that you plan to undertake?

Prompts: Who has been involved in this? How long has this taken? How successful has this been?

17. That's everything I wanted to ask you today. Is there anything else you would like to say about the [Gala Day/ Try Rugby event] before we end the interview?