SEASON IMPACT Report

Gender

September 2017 - January 2018

Vientiane and Xieng Khouang

Lao PDR
ChildFund Pass It Back is an innovative Sport for Development program led by ChildFund in partnership with World Rugby, Asia Rugby and Women Win that delivers an integrated life skills and rugby curriculum for children and young people in disadvantaged communities across Asia as part of the Impact Beyond Rugby World Cup 2019 program.

ABOUT THE PROGRAM

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For more information:
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HOW TO READ THE RESULTS

The season impact data is presented using 3 types of graphs:
1. Bar Chart

This representation compares aggregated data, with baseline\(^1\) data in grey and endline\(^2\) data in green, for example:

This example shows an average baseline score of 60% (in grey) and an average endline score of 80% (in green) for the female player group, and an average baseline score of 55% and an average endline score of 75% for the male player group.

2. Stacked Bar Graph

The second representation shows the distribution of answers as a percentage of the total answers. The answers are given according to a 10-point even scale. Values range across “agree” (1 being slightly agree to 5 being entirely agree) and “disagree” (-1 being slightly disagree to -5 being entirely disagree). There is no “neutral” option, although respondents can choose not to answer.

The colour green is always used to represent results considered ‘correct’ and orange is always used for results considered ‘incorrect’. Hence, for example, for a question where answers between -1 and -5 (along the ‘disagree’ section of the scale) are considered correct then this data will be coloured green. For example:

This example shows, for the female player group, that over 55% of players answered correctly for the baseline survey, i.e., they provided one of the five answers along the ‘disagree’ scale, which are coloured various shades of green. The example also shows that over 70% of the player group answered correctly for the endline survey.

\(^1\)Data collected before the season starts.
\(^2\)Data collected at the end of the season.
3. Box-and-Whiskers Graph

This representation displays the following data:

<table>
<thead>
<tr>
<th>Top 25% of values</th>
<th>50-75% of value</th>
<th>25-50% of value</th>
<th>Bottom 25% of value</th>
</tr>
</thead>
</table>

- i) The median is marked by a horizontal line inside the box;
- ii) The box spans the 25-75% range of the results for a question. The median divides the box into two smaller boxes, the **green** box is used for the upper 25% of the range (i.e. 50-75% of the results) and the **blue** box for the lower 25% of the range (i.e. 25%-50% of the results);
- iii) The two lines extending outward on either end of the box (the ‘whiskers’) extend to the highest and lowest results and their ranges represent the bottom 25% and top 25% of recorded results. (When there is no whisker and only a **green** box then the **green** box represents the upper 50% of the results, and when there is no whisker and only a **blue** box then the **blue** box represents the lower 50% of results.)
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SEASON AT A GLANCE

This example shows an average baseline score of 60% (in grey) and an average endline score of 80% (in green) for the female player group, and an average baseline score of 55% and an average endline score of 75% for the male player group.
Based on the Washington Group questions

**SEASON AT A GLANCE**

**COMPETITIONS**
- 22 Sessions
- 3 Wins
- 19 Losses

**SESSIONS**
- 1,492 Sessions
- 493 Wins
- 999 Losses

**Female Players**
- 846 Players

**Male Players**
- 646 Players

**Female Sessions**
- 577 Sessions
- 58% Wins
- 42% Losses

**Male Sessions**
- 422 Sessions
- 45% Wins
- 55% Losses

**Total Players**
- 1,510 Players

**Female Players**
- 798 Players

**At least 1 session**
- 492 Players
- 244 Wins
- 554 Losses

**75% sessions**
- 340 Players
- 165 Wins
- 308 Losses

**All competitions**
- 1,003 Players

**Female Sessions**
- 577 Sessions

**Male Sessions**
- 422 Sessions

**Total Sessions**
- 1,492 Sessions

**758 players surveyed**

(50%)
Seven hundred and fifty-eight or 50% of players (382 or 48% of female players) were assessed on changes to their knowledge, attitudes and practices regarding gender and gender roles, which formed the basis of the Gender season. Topics explored included gender roles, understanding rights, understanding violence, and peer pressure. The evaluation survey to measure change consists of 16 questions related to content in the Gender season.
Results: Aggregate Scores

**Weighted Score**

The average baseline score was 12.5% and the average endline score was 20%, representing a 60% increase (or 7.5 percentage points).

*The following graphs break down the data by gender and location.*
The weighted score for an individual player is calculated using the scale values for 16 questions. Each answer is scored based on its scale value (see above) and added or subtracted accordingly. Hence, for a specific question, if a player selects ‘entirely disagree’ then 5 will be subtracted from their score, whereas if they select ‘entirely agree’ then 5 will be added to this score. The maximum possible score is 80 and the minimum is -80.

### Pass-Fail Score

The average baseline score was 56.25% and the average endline score was 62.5%, representing a 11% increase (or 6.25 percentage points).

The following graphs break down the data by gender and location.
A correct answer is deemed to be any response given along the correct side of the scale. For example, the ChildFund Pass It Back curriculum teaches that boys are not naturally better leaders than girls, therefore, in response to the statement, "Boys are naturally better leaders than girls," any answer along the ‘disagree’ side of the scale is deemed correct, i.e. entirely disagree (-5), mostly disagree (-4), disagree (-3), moderately disagree (-2), slightly disagree (-1), and any answer along the ‘agree’ side of the scale is deemed incorrect, i.e. slightly agree (1), somewhat agree (2), agree (3), mostly agree (4), entirely agree (5).

The pass-fail score simply counts the number of questions that a player answered correctly. The maximum possible score is 16, and the minimum is 0.
RESULTS: KEY QUESTIONS

The results below highlight key changes around knowledge and attitudes among players regarding a number of key learning points that make up the Gender season.
Everyone deserves equal respect in their relationships regardless of their gender

- **Analysis:** The data shows an overall shift in both groups towards a more positive agreement with this statement. While the positive change towards entirely agree (5) in the female group was larger, the male group also demonstrated a positive change, with 50% of the group ranking agree (3) or above in agreement with the statement at baseline, and 75% ranking agree (3) or above at endline.

- **Evidence:** Over 75% of male players 'confidently agree' that everyone deserves equal respect in their relationships regardless of their gender.
Analysis: The female player group recorded a median of slightly agree (1) at baseline, and a median of agree (3) at endline. Furthermore, 70% of the female player group chose between slightly agree (1) and entirely agree (5) at endline. The male group recorded a median of slightly disagree (-1) at both baseline and endline. However, between baseline and endline, as the graphs below highlight, the male player group also recorded more positive attitudes/opinions regarding the above statement.

ChildFund Pass It Back works with with 11-year-old girls, some of whom are team captains, or class leaders in their schools, while others take on leadership roles during festivals and holidays, not to mention the household work they are all responsible for. Regardless of the nuances of the term ‘leader,’ it is evident that female players have become more cognisant of this fact over the course of the gender module. However, despite the strong change in attitude among female players, more work is needed with regard to male players, as more than half still disagree with this statement.

Evidence: More than 50% of female players ‘confidently agree’ that an 11-year-old girl can be a leader in her community.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>♂</td>
<td>-1</td>
<td>-1</td>
</tr>
<tr>
<td>♂</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

An 11-year-old girl can be a leader in her community

/ SURVEY STATEMENT /

An 11-year-old girl can be a leader in her community
Males and females should make joint decisions about how money is spent in their family.

**Analysis:** The female player group recorded a median of agree (3) at baseline and a median of mostly agree (4) at endline, while the male player group recorded a median of agree (3) at both baseline and endline. The graphs below show a shift towards a more positive agreement with this statement among both female players and male players.

**Evidence:** More than 75% of female and 75% of male players ‘confidently agree’ with the statement that both males and females should make joint decisions about how money is spent in their family.
Analysis: The data for this statement highlights that female players recognise that violence can be non-physical. The shift at endline to a majority response for entirely agree (5) by approximately one third of the female player group is a good indication around knowledge learnt and changes in attitudes towards recognising various forms of violence. A key challenge remains with regard to the male player group, which despite there being more than 50% of players who agree with the statement, did not improve at endline as a group.

Evidence: Approximately 75% of female players agree that threats and aggressive language are forms of violence.
Analysis: Both the male and female player groups demonstrated a significant shift towards a “strongly disagree” ranking regarding the statement around problems solving and power. This is evident in the shift of both medians from slightly disagree (-1) to disagree (-3), as well as a general shift towards the “disagree” side of the scale - with more than half of both groups disagreeing with the statement to varying degrees.

A key leadership competency of the ChildFund Pass It Back curriculum is conflict resolution and negotiation skills, and recognition of the role power can play in solving disagreements is a key leadership skill that these players will need throughout their lives.

Evidence: Over 60% of female and players disagree with the statement that disagreements can only be solved when one person has more power than the other.
Analysis: The scores for both groups show major changes in their knowledge around problem solving and effective communication, as represented in their answers to the statement. The female player group shifted from a median of agree (3) at baseline to somewhat disagree (-2) at endline, and the male players group shifted from a median of 3 at baseline to slightly disagree (-1) at endline.

Recognising the importance of talking to people who think differently from us is an important leadership skill, and as many ChildFund Pass It Back players have met, played against, and played with, people from other villages, districts, provinces, and countries, this skills is all the relevant and important to their lives.

Evidence: Over 50% of female and male players agree that it is important to talk to people who think differently from themselves.
Analysis: This skill is especially well understood by female players, many of whom have spoken about how key body language has been in their interactions with players (of all ages) from other countries, such as Vietnam, Philippines, Ireland, Australia, and the USA, in various case studies, significant change stories, and coach journal entries.

Evidence: More than 75% of female and male players agree that body language is important when talking to someone.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
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<tr>
<td>🌈</td>
<td>3</td>
<td>4</td>
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<tr>
<td>♂</td>
<td>3</td>
<td>3</td>
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</table>

SURVEY STATEMENT

My body language is important when I am talking to someone
**Analysis:** The median score for the female player group shifted from disagree (-3) at baseline to mostly disagree (-4) at endline; a positive shift in self-assessment regarding problem-solving skills. The male player group recorded a major shift — at baseline the median score was slightly agree (1) but at endline it was somewhat disagree (-2).

**Evidence:** 75% of female players disagree that it is best to wait for someone to provide a solution to their problem.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
</tr>
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<tbody>
<tr>
<td>📊</td>
<td>-3</td>
<td>-4</td>
</tr>
<tr>
<td>♂️</td>
<td>1</td>
<td>-2</td>
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**Survey Statement:**

*When I have a problem, it is best to wait for someone to give me a solution*
Analysis: A surprising result from the gender module assessment was the negative shift in opinion regarding the statement that males are better leaders than females. Despite the positive results overall, and in the key questions presented above, there remain significant challenges to overcoming gender stereotypes and gender biases around leadership and the idea of a ‘leader’ among youth in Laos. This is despite the ample documentation of qualitative evidence of leadership displayed by players during sessions, at competitions, while abroad representing their country, and in their communities.
SEASON LEARNING

Prior Knowledge

At the beginning of the season, 11% of players stated that they had previously attended a training or lessons related to gender.

Assessment of Learning:

At the end of the season the players scored the knowledge that they gained on gender and rights (two key components of the gender season). Based on the average scores, we can see that the majority of players rank their learning from moderate to high. Learning on rights was ranked higher than gender, and female players ranked their learning higher than the male players. This last point is interesting as the female players (as a group) also scored higher than the male players in the module learning assessment (the results of which are presented above).

<table>
<thead>
<tr>
<th>Group</th>
<th>Score (out of 5): Gender</th>
<th>Score (out of 5): Rights</th>
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<tbody>
<tr>
<td>♀</td>
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CASE STUDY

WHAT ARE THEY?

A ChildFund Pass It Back case study investigates a phenomenon within its real-life context. Case studies are typically analyses of persons, events, or trends (among others). The ‘case’ that is the subject of the inquiry (e.g. a female coach) will be an instance of a phenomenon (e.g. leadership) that provides an analytical frame — an object — within which the study is conducted and which the case illuminates and explicates (e.g. leadership among female coaches).

4 case studies were submitted and analysed across the season.
GIRLS ARE JUST AS CAPABLE

For the past two years, 17-year-old Chee has worked for the Lao Rugby Federation as a part-time ChildFund Pass It Back Coach in Xiang Khouang Province. She has now gone through three Coach upgrade trainings and is part of the program’s first class of Silver+ Coaches. Before becoming a Coach, Chee had been participating in rugby since 2012 when the LRF first began conducting activities as part of its Champa Ban Youth Rugby program in her home village. Her longstanding dedication to rugby over the past five years and the coaching skills she developed over that time, made Chee a standout candidate when the applications for Coaches opened up to participate in the ChildFund Pass It Back Belfast Cup. This was the first ChildFund Pass It Back event hosted outside of Southeast Asia and in conjunction with a major global sporting event, the Women’s Rugby World Cup. The LRF selected Chee as the representative Coach from Laos, to lead five players from Laos, and join a Coach and five players from Vietnam and from the Phillipines – the team was named the Southeast Asia Dragons, or SEA Dragons.

While in Northern Ireland, the SEA Dragons participated in community events, including an international youth competition in conjunction with the Women’s Rugby World Cup that featured 12 women’s teams from around the world. Throughout the trip, the Dragons met with representatives from non-governmental organisations, national and local rugby unions, and government embassies. While they may not have shared much common language, the players and team staff were able to bond with these representatives through their shared interest of rugby.

At the ChildFund Pass It Back Belfast Cup, the Dragons were split into two mixed country teams and played a total of three tag rugby matches against local Belfast players. The Lao and Philippine Coaches worked together to support their team and provide feedback between matches. After the friendly competition, the Coaches led a life skills activity from “Session 8: Resisting Negative Peer Pressure” with their players and individuals from Peace Players International.

Chee Ha explained that the responsibilities of the Coach during the trip were to take care of a player if she became sick or injured and to look after the group of players at all times. This proved to be the most challenging task, as she described, because the players would not inform her when they were feeling sick or had headaches and would not eat the food in Belfast. Before heading to Belfast, the Lao team had traveled to Bangkok, Thailand for a little less than a week in order to process their UK visas to travel to Belfast. It was only the five players, one LRF support staff, and Chee Ha who made the trip to Bangkok. For all but the support staff member, the trip represented the first time out of the country and without their families. The trip to Belfast was similar in that the group was abroad without their families, but the food and cultures were vastly different from their experiences in Laos and Thailand.
When asked to describe her most challenging day during the trip, Chee answered the day when one of the Lao players was sick but did not inform any of the Coaches or staff. She could not join in on the Australian Wallaroos training observation with the rest of the group. Rather than raising her voice and showing anger towards her, Chee learned to try and identify when individuals are sick and when they can fully participate in activities. Afterwards, she had a quick discussion with the Lao players to explain why it was important to let her know when they were feeling ill, as she was in a position to help them. She found that her relationship with the Lao players in Belfast was different from her players from her home village because for the latter group, they already saw her as their Coach whereas the team in Belfast was made up of players from teams and villages across her District. However, she told herself not to think that these SEA Dragons players were not her responsibility; rather they were the LRF’s Pass It Back players and, therefore, were family and she had to take care of them.

Because most of the Lao players were already familiar with rugby before being selected for the trip, it was quite easy for them to communicate on the rugby pitch. At one point, after knowing that the Philippine players had only been playing for six months, Chee encouraged her Lao players that they could also talk to them about rugby skills. She noted that though everyone was not Lao, everyone was able to communicate with each other as Pass It Back rugby players.

When asked about how she felt when she first met the Vietnamese players and Coach in Hanoi, Chee described how she did not have the courage to go up and talk to them, but on the following morning when the two country groups when to eat pho noodle soup together, she sat at a table with a couple of the Vietnamese players and found that they seemed to have good personalities. Afterwards, Chee was no longer as hesitant to approach the other players and Coaches. From the trip, Chee explained how she was able to befriend the Philippine Coach, who was the oldest of all the players and Coaches. She noted that because the Philippine Coach most likely had a higher level of education, she knew more about what...
She was able to **identify her goal, set a timeline, and realise** who would be able to support her in achieving it.

kind of personality is needed to become friends with someone. The two were able to become closer to each other during the language exchange activity, in which all three Coaches worked together to facilitate discussions between their players by teaching them how to ask questions about each other’s family life and rugby experience in Lao, Hiligaynon, and Vietnamese. Chee also had the chance to hear about the experiences of the Philippine and Vietnamese Coaches through a translated discussion, which she had requested because she wanted to take advantage of the fact that there were two Coaches from the same program but from different countries.

She learned that she could depend on body language to overcome some of the communication challenges. Chee explained that in the future, if she were in a similar situation where she could not speak the other person’s language, then she could use what she learned from the trip to communicate with the individual using body language. At the competition, the players worked well together by communicating with their body language, and the Coaches had the chance to share feedback during halftime. During the last match, the Dragons had not been able to respond to the other team’s offence. Chee and the Philippine Coach called everyone into a circle and gave out feedback on how to improve for the next half, referencing players to see as an example of what to do. A Wallaroos veteran player with four Rugby World Cup appearances had been listening in and commented that what Chee said were the exact types of feedback she would have made as a Coach. She later went up to Chee to say that she was impressed with her skills as a Coach.

Out of all of the events and activities from the trip, Chee noted, without hesitation, that her most rewarding day was when she had the chance to watch the Women’s Rugby World Cup. It was her second time watching an international rugby competition and also motivated her to become a national team contact rugby player. Through the Belfast trip, she found that rugby does not discriminate between genders and that “there is a lot of solidarity in this sport, whether its between players or between the whole world.” She also saw that females are just as capable of being referees as men. “I want to be a referee for World Rugby or for high level rugby…I think being a referee is a good match for me. What we end up doing needs to be a good match for ourselves. Becoming a referee is a special goal. Once I finish going through all my studies, I’ll continue with rugby as I still have some years left. I’m going to learn how to become a referee so that I can reach the goal that I’ve set.” She further explained that the LRF would be able to help her reach this goal because it will offer referee specialisation training courses, which will be a part of the Pass It Back Coach Training for those upgrading to the Gold Level.

When describing what kind of person would be able to make the most out of an opportunity to travel abroad to play rugby, Chee noted that the player, “needs to have a sense of solidarity… she would need to be aware of how she should act and would need to be someone who respects others.” She found that she herself had experienced a change within herself after coming back from the trip. “I didn’t think I would be able to go to another country...once I knew I would be going, I had to be a good example of what it means to be a Coach so that the Vietnamese and the Philippine Coaches would know that Lao Coaches are good.”

Upon her return to Nonghet, she supported with the LRF’s Women’s Rugby World Cup Celebration in her village where she said a number of players asked her questions to hear her experiences as someone who had traveled abroad, particularly about how it was like to fly in an airplane. “Are there toilets on a plane? Is there a lot of dust in the plane like they say? How’s the temperature in the plane?” She found that a lot of people were curious about what other countries were like, given that there have not been many individuals who have had the opportunity to travel to a different province let alone a different country, so she tried to answer as many questions about her time in Belfast. Chee explained that one of her friends was confident and interested in playing rugby, but her father did not allow her to participate. However, Chee hopes that because she had the chance to travel abroad, her friend’s father will let her register and play, as he and others who think similarly may begin to realise the opportunities that rugby brings.

Through the experiences she gained as a Coach and participant at the ChildFund Pass It Back Belfast Cup, Chee Ha learned how to be a more caring and supportive Coach for her players, became more
confident in overcoming problems around communicating with members of the group using her existing skills, realised that she is capable of travelling abroad and set a new goal for herself to become a World Rugby referee at the international level.

Before going to Bangkok to get her UK visa and to Belfast for the ChildFund Pass It Back Cup, Chee had never had the experience of being responsible for players on an overseas trip, so it was a challenge to be a Coach both on and off the pitch, all day everyday. When the players would not tell her whether they were sick, though it frustrated her, she learned that getting angry at them would exacerbate the problem. Instead, she made the decision to also stay with the player and miss out on the national team training observation and rugby session; additionally, she was proactive in trying to prevent the problem from happening in the future by encouraging her players to communicate any issues with her and creating a more supportive and comfortable environment for them to ask for help if needed.

As for her relationship with the players and Coaches from Vietnam and the Philippines, Chee was initially unsure how she would be able to overcome the language barrier to communicate with them; however, through facilitated activities and constantly being in each other’s company, she found that she was able to use her body language skills and to seek the help of those around her to ultimately get closer to the individuals in her group. She noted that in the future, if she were in a situation where she did not know how the other person’s language, instead of not talking to the individual, she would try to use what language she knew, body language, to communicate what she wanted to say, thus demonstrating her ability to apply what she learned from the Belfast trip to future situations.

Upon her return to her village in Nonghet, Chee realised that her experience abroad was a unique opportunity to share what it was like being in a different country with her community and also could be motivation for others to find value in participating in Pass It Back. For Chee, this trip also provided her with the motivation to continue with rugby so that she could reach her new goal of becoming an international level referee, such as the one she saw officiating the Semi-Finals match at the Women’s Rugby World Cup. In seeing a female referee, she saw that World Rugby did not discriminate against women from becoming high level officials, showing the importance and positive impact of having female representation in positions that have traditionally been seen as male-only roles. When describing how she would reach this goal, Chee knew that she first wanted to finish her studies and then would be able to fully dedicate her energy towards becoming an international level referee with the help of the LRF. She was able to identify her goal, set a timeline, and realise who would be able to support her in achieving it.

Through her participation as an LRF ChildFund Pass It Back Coach for the past two years, Chee has gone through training around understanding and knowing how to teach the ChildFund Pass It Back curriculum — including the Gender Module — to players between the ages of 11 and 16. Her knowledge of these two topics and the life skills covered in these modules provided her with the tools to be a dynamic leader on the trip, to overcome the challenges she faced and to identify how she can use what she learned in her future outside of the context of the trip.
WHAT ARE MOST SIGNIFICANT STORIES?

As part of ChildFund Pass It Back’s monitoring activities, Coaches produce most significant change stories that focus on developments, challenges, successes, or events that are experienced by Coaches, players, or community members as a result of ChildFund Pass It Back being implemented in their communities. The Coaches identify cases, conduct interviews and write up the stories, which are used for monitoring, communications, and learning purposes, and are shared with ChildFund Pass It Back Coaches, partners, and the public. ChildFund supports these stories because they provide Coaches with the opportunity to speak in their own words about how ChildFund Pass It Back is experienced in their communities.

Coach Statements

The Coach Statements represent a summary of the ideas and opinions that form the basis of the selection of a Most Significant Change Story considered most representative of change by Coaches. The selection process is conducted via several stages, and all Coaches are given the opportunity to voice their opinions and provide reasons why a particular significant change story should be chosen as the one that best represents the impact of ChildFund Pass It Back. This process provides an opportunity for Coaches to reflect on and learn from their experiences and explore the changes (and, ultimately, impact) that have arisen as a result of implementing ChildFund Pass It Back. The process also gives Coaches responsibility over a key component of ChildFund Pass It Back’s Measuring Change Framework and a voice in the presentation of ChildFund Pass It Back’s Impact Reports.
Thai is a 15 year old boy from a village in Nonghet District, Xieng Khouang Province. He has been playing rugby for 3 years, and he currently plays on the “Flames” Team. Thai loves participating in the ChildFund Pass It Back curriculum, “I play rugby because I love this kind of sport. Also, rugby helps me to improve myself and my sports skills. If I can become a good player, one day I might have a chance to play rugby aboard and make lots of new friends”.

Thai also told us about his thoughts and experiences learning about gender: “I have learnt about gender, and I now know that men and women are very different [in terms of sex]. For example, women can give birth and men have testicles. I used to think that men can do very hard work, and while women can do hard work too, they can’t do it the same as men. This is because they are not as strong as men and they have smaller bodies. In addition, women can’t run as fast as men, and they can’t work as fast as men, because women are physically weaker than men. These were my personal thoughts, but I had not learnt anything about gender before. After learning about gender equity and gender roles, I realised that I was wrong [about some things], even though women are smaller they can do work just as hard as men, and like men they also have the capacity to express themselves and their ideas – it’s not only men who have this ability. I also learnt that both females and males have equal rights when making a decision to spend money within the family; and women also have a right to spend money themselves, but these were things that I already believed.

Thai has changed a lot as a result of participating in the gender module life skills sessions. He understands the importance of using the knowledge he has gained about gender in his daily life. He knows that women and men have the same rights, that women should also decide how to spend money within the family, that women can and should express their opinions, and that women can do hard work just like men can. Besides, learning about gender, Thai has also shared what he has learnt with his family and his peers, as well as his community in general, which has made a positive impact on how others, in particular his friends and family, understand gender and gender roles. The ChildFund Pass It Back curriculum is an important tool for delivering positive messaging about gender to children and youth in communities, and young men like Thai are important examples of the impact of this work.
Coach Statements

FEMALE COACHES

We believe that Thai’s story highlights how through participating in the ChildFund Pass It Back curriculum he has changed his thinking and attitudes regarding gender and gender roles. His story shows that the module is genuinely effective at teaching adolescents about gender, and about how to use this knowledge in their daily lives in their communities.

MALE COACHES

Before Thai began participating in the ChildFund Pass It Back curriculum, he did not think that men and woman had equal rights. However, after participating in the module, he changed his thinking and believes that women and men have equal rights in all aspects of life. The module is an important tool for passing on knowledge about gender to children in our communities.
WHAT ARE THEY?

As part of ChildFund Pass It Back’s Measuring Change framework, Coaches write monthly journal entries. These entries detail their experiences, challenges, successes and lessons learned as a result of their role as a Coach, as well as reflect on broader issues and changes in their community. Through this tool, Coaches provide close to ‘real-time’ feedback about their experiences, and any flow on effects in their communities. This allows the program to respond to challenges, learn from successes, and engage coaches in terms of understanding how they benefit from their participation, what this means to them, and how they envision the future of ChildFund Pass It Back.
The following data is a summary of

368 Coach Journal Entries from 63 Coaches in Nonghet District and Paek District in Xieng Khouang Province, and Vientiane Capital, Laos.

The data was analysed monthly by staff from ChildFund Laos, the Lao Rugby Federation, and the ChildFund Pass It Back secretariat.

### Leadership

Almost 80% of all CJEs involved the subject displaying one of the five core leadership competencies the program is designed to deliver. These include observations during ChildFund Pass It Back-based events and activities, as well as in other instances in their school or community. The impact of the program on Coaches and players confidence was a clear feature in many CJEs, however the contexts in which this confidence was displayed or experiences was as much off the rugby field as it was on it.
## Resilience

Resilience is a key competency, both in terms of leadership and of its own right. One in five CJEs involved “bonding” of some form, whereby individuals strengthen relationships and networks through an activity or interest and increase their ‘social capital’ and, as many Coaches and players describe it, their ‘friendship networks’ through rugby. “Sense of purpose” and “self-efficacy” also featured strongly as Coaches wrote about key examples among their peers and their players wherein the individual(s) demonstrated their belief in their own capacities or articulated and pursued their goals or dreams in their immediate futures.

![Resilience Graph]

## Gender and Rights

Key content of the gender module, but challenging subject matter, Coaches wrote about a wide range of experiences, challenges, and changes that involved gender and rights, an important example of which is presented on page 37.

![Gender and Rights Graph]

## Rugby, Safeguarding, and First Aid

ChildFund Pass It Back also incorporates learning beyond tag rugby, providing pathways for Coaches and players to engage as a player or spectator with contact rugby, to learn about the importance of child safeguarding and (for Coaches) how to administer basic first aid. The importance of these features in the implementation of the ChildFund Pass It Back curriculum are reflected in the 20% of CJEs that deal with one of these three subjects.

![Rugby, Safeguarding, and First Aid Graph]
Rugby Values

Walk up to any ChildFund Pass It Back player and ask them “What are the five rugby values?”, and you will certainly get the right answer. These values serve as a tool for Coaches to use as they teach their players and guide them through the more challenging content matter, as well as when they coach their teams at the many tournaments in which they compete - when a team loses the final, solidarity and respect, for example, are helpful values for Coaches to rely on and remind their players about as emotions run high.
I went to coach one of my teams at PSS High School, and a transgender youth came and asked to play. I don’t think there’s any issue in letting them play, so I told them to join in [note: in Lao language the third-person pronoun is gender-neutral]. After that there was a boy who teased them, saying: “Why do you play with girls; do you want to be a girl?” After he said that, I went over and told the boy that everyone can play together, regardless of their gender, because everyone has the same rights, so anyone can play with whoever they want. The boy responded, “Oh, yes, yes,” and let us be.

“Why do you play with girls; Do you want to be a girl?”

Female Coach CJE
Male Coach CJE

“I felt very proud to be given this assignment, but it is also challenging me a lot too”

In October, I was assigned by the Lao Rugby Federation to train an under-17s women’s contact rugby team from Nonghet District (who would try out for the Lao under-17s team to play in the Asian Olympic Qualifiers in Dubai). I felt very proud to be given this assignment, but it is also challenging me a lot too. In particular, it is challenging me to think about how I would coach and how to develop new skills. It also made me think about why I received that assignment; it is a question that I had to ask myself. I found that even though the assignment is external to the ChildFund Pass It Back curriculum, it is still very related to the skills that I have been learning as part of the curriculum, and while this assignment includes things that I am not very good at I will still try my best because I know I have the skills and knowledge I gained as a ChildFund Pass It Back Coach to rely on.
Thanks to our supporters and partners
The Australian Department of Foreign Affairs and Trade
The Lao Rugby Federation (including their curriculum implementation supporters DFDL, the Pot Bellied Pigs and the Irish Embassy, Hanoi, Vietnam)