SEASON IMPACT Report

Gender
September 2017 - January 2018
Kim Boi, Vietnam
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:
- facebook.com/ChildFundPassItBack
- twitter.com/ChildFundPIB
- childfundpassitback.org
- info@childfundpassitback.org
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:

![Bar Chart Example](image)

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.

![Stacked Bar Graph Example](image)

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:

![Stacked Bar Graph Example](image)

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.

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\(^1\)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>

- The median is marked by a horizontal line inside the box;
- 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);
- 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.)
SEASON AT A GLANCE
Based on the Washington Group questions

COMPETITIONS

03

SESSIONS

1,174

589 Female Players

585 Male Players

At least 1 session

596 (51%)

75% sessions

429 (51%)

All competitions

451 (52%)

503 players surveyed

(43%)
Five hundred and three or 43% of players (259 or 43% 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

The average baseline score was 27.5% and the average endline score was 40%, representing a 45.5% increase (or 12.5 percentage points).

The following graphs break down the data by gender.

Weighted Score

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 68.75% and the average endline score was 75%, representing a 9.1% increase (or 6.25 percentage points). The following graphs break down the data by gender.

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.

4 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 results below highlight key changes around knowledge and attitudes among players regarding a number of key learning points that make up the Gender season.
**SURVEY STATEMENT**

**People should not be discriminated against based on their gender**

**Analysis:** Knowledge around mutual and equitable respect in relationships improved for both groups.

**Evidence:** Over 75% of female and male players agree that everyone deserves equal respect in their relationships regardless of their gender, and over 50% of female players ‘entirely agree’.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
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</thead>
<tbody>
<tr>
<td>♂</td>
<td>3</td>
<td>4</td>
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<td>♀</td>
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Season Impact Report | Gender
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ChildFund PASS IT BACK | 13
Analysis: Both groups improved their scores from baseline to endline, highlighting a broad understanding that anyone can be a leader in their community. ChildFund Pass It Back works 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 season.

Evidence: Over 75% of female and male players agree that an 11-year-old girl can be a leader in her community.
**Analysis:** Both groups improved their scores from baseline to endline. However, as with the previous two examples, the female group has much stronger beliefs and ideas around the capacities and strengths of women and girls than the male player group. Nevertheless, the positive shift in male attitudes towards female leadership is an encouraging development for youth in Kim Boi.

**Evidence:** Over 95% of female players disagree that males are better than female players and the median value shifted from -4 at baseline to -5 at endline; while over 70% of male players disagree that males are better leaders than females and the median value shifted from -2 at baseline to -3 at endline.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
</tr>
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<tbody>
<tr>
<td>♂</td>
<td>-4</td>
<td>-5</td>
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<tr>
<td>♂</td>
<td>-2</td>
<td>-3</td>
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Analysis: The belief that decision making around how money is spent within families should be equal is well-entrenched among the players; nevertheless, that positive shifts were still seen between baseline and endline is a sign that the work of Coaches continues to be able to shift entrenched knowledge and attitudes.

Evidence: More than 75% of female and 75% of male players agree with the statement that both males and females should make joint decisions about how money is spent in their family.

### Survey Statement

**Males and females should make joint decisions about how money is spent in their family**

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
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<tr>
<td>🌌</td>
<td>5</td>
<td>5</td>
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<tr>
<td>♂</td>
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Analysis: The data for this statement represents an unusual outlier for the female player group, whose opinions shifted towards agreement with this statement, despite the fact that 65% of the group still disagreed with the statement. Furthermore, regarding other statements on female leadership and abilities, the female group has recorded very positive responses. On the other side, the male player group shifted towards a stronger disagreement with this statement.

Evidence: Over 50% of female players and male players disagree with the statement that there are things that males can do, which females should not be allowed to do.
**Analysis:** Both the male and female player groups demonstrated a significant shift towards disagreement with this statement. 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 players will need throughout their lives.

**Evidence:** Over 80% of female players and 60% of male players disagree with the statement that it is not important to talk to people who think differently than they do. Furthermore, the median value shifted from -3 at baseline to -4 at endline for the female player group, and from -2 to -3 for the male player group.
Analysis: The data reflects a change in attitudes around entrenched gender roles in players’ local communities, specifically around knowledge that while society may assign them roles based on their gender, they are not roles that they necessarily have to agree with.

Evidence: Over 50% of female and male players disagree that mothers should spend more time than fathers taking care of their children. Both groups moved from agreement with this statement to a median score of disagree (-3), for female players, and moderately disagree (-2) for male players.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
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<tbody>
<tr>
<td>♂♀</td>
<td>2</td>
<td>-3</td>
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<tr>
<td>♂♀</td>
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</tbody>
</table>
**Analysis:** While male players showed little change in their ‘self-assessed’ behaviour regarding this statement, female players shifted from a baseline of slightly agree (1) to an endline of disagree (-3), highlighting a change in their understanding of problem solving and conflict resolution — two key ChildFund Pass It Back Curriculum Sessions — and recognition of their own capacities and strengths to address their own problems and, as the qualitative data highlights, tackle issues that they feel are important.

**Evidence:** More than 60% of female players disagree with the statement that when I have a problem, it is best to wait for someone to give me a solution.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
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</thead>
<tbody>
<tr>
<td>♀</td>
<td>1</td>
<td>-3</td>
</tr>
<tr>
<td>♂</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:** The median score for both groups shifted in a positive direction. Somewhat surprisingly, male players are more likely to have discussed a personal issue with someone of another gender than female players.

**Evidence:** Over 75% of male players have discussed a personal issue with someone of another gender.
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>
</tr>
</thead>
<tbody>
<tr>
<td>♂</td>
<td>4</td>
<td>5</td>
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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).

2 case studies were submitted and analysed across the season.
There’s Nothing You Can’t Do!

Tang is a 17-year-old ChildFund Pass It Back Coach from Vietnam. She is currently studying in grade 12 at school in Kim Boy district, Hoa Binh province and has been coaching rugby since August 2016. In August 2017, almost exactly a year since she first became a Bronze Coach, Tang led a group of 5 players from Vietnam – who joined their peers from ChildFund Pass It Back in the Philippines and Laos – to participate in a trip to Belfast to take part in activities as part of the Women’s Rugby World Cup Impact Beyond 2017 program. This opportunity allowed 15 players and 3 Coaches from across 3 countries to meet for the first time, learn a little of one another’s languages and experience a new city and a new culture together, and to represent the ChildFund Pass It Back South East Asian Dragons.

Prior to being chosen for the trip, Tang had never heard of Ireland nor Belfast, so she was very excited to travel outside of Vietnam for the first time and began trying to find out as much information about the country as she could. When asked what she knew about the nation nicknamed the Emerald Isle, Tang exclaimed “They wear shoes! In Vietnam we wear sandals.” When asked about the difference in cuisine between Vietnam and Ireland, Tang was confident that “Irish people eat sausages and chips but in Vietnam we eat rice.” However, she wasn’t afraid to try new things, boldly stating “There is a phrase in Vietnam; ‘we only have one life so anything you can try you should try it all’”. Tang’s excitement shone through prior to departure for Ireland, and she remained confident and self-assured throughout the trip.

Tang’s first exposure to the ChildFund Pass It Back program was in her commune through her mother, Nga, who became a Coach during the first round of recruitment in August 2015. Tang is very close to her mother who has been an inspiration to her, particularly since it was Nga who encouraged her to participate in the ChildFund Pass It Back program. Before she became a Coach, Tang watched her mother coach teams near her home but she didn’t know anything about the sport of tag rugby – she just thought it looked like fun. “When the program first began in my village, I saw people playing tag rugby, but I didn’t understand it and wasn’t really interested in it. However, my mother has always told me ‘there is nothing you cannot do, so if my mum believes in the program, and she believes that I can gain something from participating in it, then I believe her. That’s why I decided to apply to become a Coach.”

“THERE’S NOTHING YOU CAN’T DO”

My mum believes in the program, and she believes that I can gain something from participating in it, then I believe her.
It was very early in her time as a ChildFund Pass It Back Coach that Tang realised some of the benefits of participating in the program. “I felt like I developed a lot, personally. I particularly like the rugby values of solidarity and respect in the curriculum, because before I become a Coach I rarely spoke with my friends. When I went to school, I would only interact with my close friends and nobody else. If someone asked a question about schoolwork then I would show them, but I would generally keep quiet otherwise. Now, I try to communicate more with others at school.”

Moreover, Tang realised the responsibility that she had taken on in her role as a Coach in her commune and highlighted the importance of integrity, another of the five key rugby values in the ChildFund Pass It Back program. “I have to lead by example so that my players look up to me and see me as a good Coach and that I embody these qualities. I thought long and hard about this; about how to ensure I always apply the five values of the ChildFund Pass It Back program in my life, so that I show my players the importance of the values and how they can help us in our lives.” Very early on, Tang understood the challenge that her role as a leader presented, and was ready to accept that challenge.

Tang’s passion for the life skills content of the ChildFund Pass It Back curriculum was heightened when she was able to apply life skills that she learnt during various trainings and through her own experience of delivering the life skills curriculum to her players. During training one day, there was conflict between some of the players on one of her teams, and she had to manage the situation herself. “I feel like, at that time, I changed so much because I was able to help them to resolve the conflict. I believe that tag rugby is so helpful. It has made me so passionate and I have become a much more confident person.” Coaches who lead by example can be positive role models in their communities (and can go a step further and become active citizens), and because of this it is critical that Coaches are aware of their influence as role models to their players. This is central to the effectiveness of ChildFund Pass It Back. Coaches are trained in life skills delivery, and through this work they are able to
effect positive change in their communities. This was highlighted in a recent external evaluation of the ChildFund Pass It Back program, where the program was found to be one of the best in the world for achieving sport for development outcomes.

The travelling party from ChildFund Pass It Back Vietnam consisted of 5 players aged between 13 and 16 from 5 different communes in Kim Boi district, and Coach Tang, who had never met any of the players before. The group had to travel to Hanoi to apply for a visa and this was the first time that the group had met each other. Tang had to begin building a relationship with all of the girls very quickly, in order to ensure that the players felt comfortable with her. She admitted that, at first, it was quite awkward, and the players didn’t really listen to anything she was saying, but it helped that the girls quickly bonded with each other during the trip to Hanoi, as well as during subsequent meetings for media commitments. Towards the end of the trip the youngest player in the group, Hoa (13), revealed to Tang that initially she was a little afraid of Tang as she thought she was quite serious. Hoa is a very shy girl and was the youngest player on the trip, so she was often very quiet when with a big group. However, Tang made a great effort to include Hoa in the group’s activities throughout the trip and was influential in making Hoa feel at ease. Tang noticed that Hoa became extremely animated when she played rugby, so Tang decided to ask Hoa some questions about her passion following a tag rugby session with an Irish coach at a rugby club in Belfast. During the interview Hoa revealed her goal to Tang, which is to become a ChildFund Pass It Back Coach. In addition to this, when it was Hoa’s turn to be interviewed for a videographer working with the group, Tang noticed that she did not feel comfortable and suggested that she speak her native language, Muong, and Tang would translate to Vietnamese. This seemed to be a turning point for Hoa and her relationship with Tang, because speaking in her native language made her feel much more at ease, and she happily answered the interviewer’s questions with Tang’s support. Hoa later revealed to Tang that it was Tang’s efforts to include Hoa, to speak with her when she was quiet, and to make her feel comfortable such as during the interview, that made Hoa change her mind about her Coach. It is this kind of awareness that has made Tang a great Coach. She is both an adept tag rugby player and referee, also a very good life skills facilitator, but being able to recognise and empathise with her players’ needs, and take action, highlights her true strengths as a coach and as a leader.

Tang noted that she didn’t find establishing relationships with the players too difficult, however, she also noted that there were some difficult situations during the trip. On most days, the players were exhausted from the day’s activities and felt homesick, and so they would often cry in their rooms. This was a big challenge for Tang as their Coach, because she also missed home, but she wanted to help her players first and foremost. One afternoon, the group was scheduled to watch the Australian national team train but many of the players did not want to go because they were tired and wanted to rest. Despite this, Tang decided to take the group of players aside and speak with them in private in order to encourage them to remain positive and remind them of the opportunity that they were being given. “When I encouraged the players I felt like I had a responsibility as the Coach to manage the group and to make the players feel better about themselves - I felt that I should always smile and should try not to let them see me in a negative light.” Indeed when the group arrived at the rugby club the players were in awe of the Australian women and their spirits were lifted almost immediately when they saw the players begin training. The Australian players invited the girls to go and play some games with them and it was an experience that they will not soon forget. Tang was lucky enough to be recognised by the Australian captain, who presented her with a signed Australian rugby jersey for her efforts during the game. This was an extremely proud moment for her and she has shown the jersey off to everyone in her village since she returned! The ChildFund Pass It Back integrated tag rugby and life skills curriculum builds leadership skills and resilience in children and young people so that they are able to overcome different challenges that they face on a daily basis. Despite feeling homesick herself and facing her own personal challenges, Tang had to muster the emotional strength and determination to motivate her players to try to overcome one of the most difficult days on the trip.

The Belfast Cup not only offered Tang and her players an unforgettable experience of a lifetime, but there was also a chance for a cultural exchange as Tang and her peer from Laos, Chee Ha, delivered a life skills activity to two mixed groups of Irish, Vietnamese, Lao and Filipino players. Both Coaches delivered a session that focused on negative peer pressure and this lead to a very interesting discussion and learning experience for all of the girls involved. One of the Irish players shared that she often felt pressured by her parents regarding her school work and her exams, and when prompted by Tang, she shared how she dealt with the pressure - by confiding in her sister and approaching their parents together. Dinh, a 15-year-old Vietnamese player, also shared that she often felt the same pressure, and that the solution offered by the Irish player may be a good method for her to approach her parents so that they understand her feelings more. This is a huge issue in many countries; in
Vietnam, students often feel pressured by their parents to perform well academically. In 2014, a study conducted by the Ho Chi Minh City University found that more than 65% of high school students in the city suffer from mental health issues during exam season. The expectation placed upon students by teachers and parents to perform well can manifest itself in many negative consequences for students, particularly for those in grade 10 to grade 12 as they sit important exams before leaving school. Tang noted that she has heard about students in Vietnam suffering from so much from academic pressure that they commit suicide. Facilitating the life skills discussion between players from different countries allowed Tang’s players and their peers from different countries to gain a new perspective on not only their own lives but also the lives of others. The players were able to share their personal experiences with each other and learn from those experiences to potentially apply them in their own lives – there were players from 4 countries who speak multiple languages, yet they communicated with each other and learnt from one another, understanding that young girls everywhere face similar problems and can learn from one another’s experiences. ChildFund Pass It Back’s integrated tag rugby and life skills curriculum has a strong focus on creating safe environments where players and Coaches build relationships and bond with their peers both within and outside of their own communities. Children and youth around the world experience a range of challenges and pressures as they grow up and having a support network to rely on in difficult times is critical to developing resilience and overcoming these challenges.

As a young female rugby and life skills Coach, the opportunity for Tang to travel to Belfast to take part in the Women’s Rugby World Cup was definitely a life changing experience. Tang’s role model and inspiration to become a Coach is her mother, a central figure in her life and during the trip she gained new role models and new sources of inspiration. During a training session with Cooke Rugby Club U18s and senior women’s teams, Tang noticed one player in particular who really impressed her and following the session she asked if she would mind interviewing her as part of her measuring change commitments during the trip. Tang was a very accomplished interviewer and facilitated the conversation with ease, listening intently and relating Elsa’s early experience with rugby to her own life. From the conversation Tang was able to know more about what it takes to become an elite athlete, as it transpired that Elsa was part of the Irish squad who would take on Australia later that week in the World Cup 3rd and 4th place play off. For Tang, it was interesting to learn about the importance of eating well, sleeping well and training well; this discipline is something that she can take back to her village and instil in her players, particularly as they always ask how to get the edge on other teams in the build-up to a competition!

In addition to conversations with role models and rugby players in Belfast, Tang and the group also met many strangers around the city who stopped to speak to the group wish them well in their endeavours. One conversation in particular allowed Tang to gain a wider perspective on gender issues, particularly as a young female rugby Coach. During a tour around Belfast Castle, a much older man was interested in the program and asked about Tang’s story. When she replied that she is a rugby Coach the man laughed, saying that she was too small to be a Coach. Tang replied calmly “You may look at me and think I’m not a rugby Coach, but in my community I Coach many teams and I am respected for what I do”. In response to her, the man stated “Well, you know what they say. Behind every great man is a great woman.” Afterwards, Tang was frustrated at the man’s insinuation. “He means that no matter how good a woman might be, she can never become a leader, or be as good a leader as a man.” The encounter made her feel somewhat degraded and she was very animated after leaving the castle. Later in the week the whole group attended the World Cup semi-finals at Kingspan stadium, Belfast, where they watched Australia take on the hosts Ireland and the eventual winners New Zealand take on the USA. The whole group was overcome by excitement when they arrived, particularly when they saw their idols the Australian women win against Ireland. After the game the whole team came over to thank the ChildFund Pass It Back players and Coaches for supporting them. Tang had split loyalties however as on one side was the Australian team who presented her with a signed jersey after the training session, yet on the other side was Elsa, whom she looked up to and admired after meeting her earlier in the week. For Tang, this was a fantastic moment as she saw her idols - strong, talented athletes - compete on the world’s biggest stage. At the time, Tang wrote in her diary that it was fantastic to see women be equal to men as they had a World Cup competition, just like men. However, upon her return home to Vietnam Tang reflected more on gender inequality in sport, not only in Vietnam but globally, too. The Vietnam women’s team returned from the recent SEA games with the gold medal in football, while at the same time their male counterparts failed to reach the semi-final stage of the same tournament. Despite this, Tang observed that the majority of media and reporting focused on the men’s team and she even heard a radio DJ state that nobody cares that the women’s team brought back a gold medal. Confused, one of the Vietnam players who travelled to Belfast with Tang asked her why nobody cares
about this success, but Tang could only point out the inequality which exists across the globe for women in sport. “I feel that people don’t support women’s sport and there is no equality. They always support men more and they don’t care about women even though the women are more successful. The inequality between men and women makes me annoyed. People have no hopes for women’s sport. I wish that sporting teams, male or female, received credit for success - not based on their gender.”

Gender inequality is an issue around the world. As a ChildFund Pass It Back Coach and as a young female in a region where often women are discouraged from playing sports, this is a challenge that Tang and her players face on a regular basis. As a young leader and active citizen as part of the ChildFund Pass It Back program, when Tang delivers the integrated tag rugby and life skills curriculum to her players her experiences and perspective on this issue in particular will give her a wealth of material to facilitate discussions about different gender issues in her community. Reflecting on her encounter with the old man at the castle and the lack of support for women’s sport, Tang firmly asserted that “I wish they could see us in our day to day lives, how we Coach and how we play tag rugby so that they could see for themselves that we are not as weak as they think, and that even if we are girls we are still able to overcome challenges in our lives because we are determined.”

Now that Tang has returned to Vietnam she sees herself as a much more mature person. Being independent for the first time was a big change for her as she not only had to find a way to maintain her spirit while homesick but she also had to manage the group of young players, too. This was her mother’s main worry prior to departure, too, but she knew that her daughter is a strong person and every day when Tang called home she would describe all the interesting things she did that day. At school, exams are approaching and Tang admitted that she feels the pressure. “Right now I’m struggling to manage my school work, rugby coaching, learning English and other personal problems such as attending her friends’ birthday parties. I feel quite pressured, but I think back to what we discussed in Ireland and what my mum told me; ‘there is nothing you can’t do’. My mum taught me that.”

The ChildFund Pass It Back Belfast Cup 2017 as part of the World Cup 2017 Impact Beyond program was a once in a lifetime opportunity for girls across Vietnam, Laos and Philippines. Coaches in the ChildFund Pass It Back program play a central role in the success of the program to drive positive change and this was an opportunity for 3 young female Coaches from each country to show the leadership skills that they have developed during their participation in the program. ChildFund Pass It Back aims to create leaders in communities, who have increased resilience, confidence, vision, voice and are able to drive positive change in their communities. Coaches receive training on rugby, life skills, child safeguarding and first aid and are provided ongoing support throughout curriculum delivery.

Through Tang’s participation in the ChildFund Pass It Back program to date and her experience on the trip to compete in the ChildFund Pass It Back Belfast Cup 2017, we can see that she has developed great self-confidence which helped her to be resilient in the face of a number of new challenges for her both personally and as a Coach responsible for travelling players. In addition, in her role as a Coach she is determined to help her players be the best athletes they can and at the same time understands the necessity of ensuring that she finds a way to relate the life skills content to her players so that they understand about gender. Tang’s role model and idol is her mother, and on her trip to Ireland she was also affected very positively by other role models in the form of elite athletes. At a young age, Tang shows a wisdom and maturity well beyond her years and it is clear that she has very quickly become a role model to her players who look up to her as a source of inspiration in her community. With her strong views on gender equity and her determination to be the best that she can, Tang is a great example of a leader in the ChildFund Pass It Back program who is able to drive positive social change. Continuing on the path she is on, it will not be long before women’s sport in her community and perhaps in Vietnam more widely, is respected and supported on merit of performance. As she constantly reminds herself; ‘there is nothing you can’t do’. The sky is the limit for seventeen year old Tang.

“I felt that people don’t support women’s sport and there is no equality... They always support men more and they don’t care about women even though the women are more successful.”

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even if we are girls we are still able to overcome challenges in our lives because we are *determined*
MOST SIGNIFICANT CHANGE STORIES (MSC)

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.
In December 2017, ChildFund Pass It Back organised a tournament at the stadium in Kim Boi District for under 16 teams. So many parents came to cheer their children on as they took part in the tag rugby competition. They seemed to be very happy and excited to watch every step their beloved children took on the field. I felt that they had already fallen in love with tag rugby.

During the lunch break, I had a talk with a man named Cu from a nearby commune, whose family runs a grocery store. I inquired whether he was supposed to be looking after the store that day. ’I had to take my daughter, Thao, to the game,’ he responded. So, his elder daughter is a rugby player. Then I asked him why he had to do it, because there was a van sent to pick all the players up. ’She suffers from carsickness so she cannot travel by car. Once she came to a game by car but got carsick and could not take part in the game. She was very upset when she came back home, and I felt very sorry for her. Therefore, I decided to take her to the games by motorbike whenever they take place, and this is the 3rd or 4th time I have done it. Apart from tag rugby, Thao has never played sport.’ I wondered if he considered rugby as a suitable sport for his daughter, despite the fact that she is smaller than her peers. He said that she is quick, and she can run so fast; moreover, the ball is light enough for her to handle. If she played volleyball, she would have to be able to jump high in order to become a good player, so he was very supportive of her playing rugby [because she is not at a disadvantage because of her size]. ’I notice that you really like rugby and really support your daughter,’ I remarked. I asked further,

‘Since Thao began participating in rugby, in addition to being better at playing sport, has she helped your family with other jobs in any way?’ He told me that Thao has learnt to organise her daily timetable much better since joining ChildFund Pass It Back. He said how surprised he was that at their grocery store, Thao could take stock of the goods and plan for the next transactions, as well as make contact with the suppliers to get new orders without being told how; he only had to make the payment. In terms of selling the goods, Thao was able to calculate the sale more quickly than her parents!

Both Cu and his wife support Thao’s participation in ChildFund Pass It Back because every time she comes home from rugby training, she always tells them about the new sport skills and life skills that she has learnt from the coach. Cu realised that Thao has become much more confident than before and is more capable of adapting herself to new challenges, such as when helping out at her parents’ business. She has also taught her younger sisters and brothers how to seek help when they are facing difficulties.

Cu talked about his daughter so passionately that I wished I had such an amazing daughter like her. I inquired about his thoughts on the tournament organised by ChildFund Pass It Back. ’It is organised in a large-scale and professional way. Rugby is the most fun and safe sport that I have ever known.’

After the conversation with him, I felt very happy and proud of ChildFund Pass It Back because it brought about positive changes to the players and built up their parents’ trust in the program.
Coach Statements

FEMALE COACHES

The significant change story about Thao’s father is the one best because it shows how a father can recognise and support his daughter’s personal development (not many fathers in the communities care and recognise change in their daughters like this). Since Thao began participating in the program, she has been making remarkable developments in the way she handles everything in her life and her family’s business — something her father is proud of.

The Female Coaches’ were split over which significant change story is ‘most significant’; the statement for the other significant change story is provided below, but the story itself is not included here for brevity.

The significant change story about Phu is the best because it reflects an important change underway in communities since ChildFund Pass It Back began: namely, children, both boys and girls, can enjoy playing in safe places, equally. The program has also helped to reduce some of the most concerning problems of our communities, such as early marriage, and it also helped to change a commune leader’s opinion about sport for development.

MALE COACHES

The significant change story about Thao’s father because it highlights how he has a changed his thinking about girls, considerably, and is supportive of empowering women, giving girls a chance to play sport and to support girls in developing their skills. We can see in this story an example of how the program helps a father of a girl acknowledges her right to play sport and the fact that girls are boys are not different in their right to develop.
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.

COACH JOURNAL ENTRIES (CJE)
Summary

The following data is a summary of

150 Coach journal entries from 27 Coaches in Kim Boi District in Hoa Binh Province.

The data was analysed monthly by staff from ChildFund Vietnam and the ChildFund Pass It Back Regional Office.

Leadership

Over 60% of all CJErs involved the subject displaying one of the five core leadership 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. Vision ranks higher than in previous years, with some CJErs reflecting on the long-term sustainability of their work and the impact they are having.
**Resilience**

Resilience is a key competency, both in terms of leadership and of its own right. **One in 3 CJE**s involved individual resilience of some form. Bonding, 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, accounted for a quarter of all individual resilience entries. Sense of purpose featured strongest as Coaches wrote about key examples among their peers and their players wherein the individual(s) articulated and pursued their goals or dreams in their immediate futures.

**Gender and Rights**

The key content of the Gender season, but a challenging subject matter. More than 1 in 3 Coaches wrote about a wide range of experiences, challenges, and changes in their CJE**s** that involved gender and rights, an important example of which is presented at the end of this section on page 38.

**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.
Rugby Values

Walk up to any Child Fund 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 coach their teams at the many tournaments they compete in. Solidarity was a key value for many CJEs during the Gender season, with over half being related to or demonstrating the value in some way. It should be noted that only the most prominent value is recorded as part of the analysis, and hence there were many cases where, for example, solidarity and respect were both identified in a CJE, but solidarity was the stronger or more relevant value.
Here in this diary, I want to tell you about one of the first life-experiences of my own, at the age of 21. Last November, 3 other Coaches and I were chosen to take part in the Bangkok International Rugby Sevens tournament together with eight overseas Vietnamese who live in Canada and the US. It was a really tough rugby tournament. We had only trained for a week before going to Thailand to participate in the tournament, and we were filled with complex emotions including worries and fears of injuries. But at the same time, we were eager to play. And above all, I was very proud of myself because I was among the first Vietnamese people to take part in a rugby tournament. When I put on the jersey with a Vietnamese flag printed on the chest and heard people calling out 'Vietnam International' for the first time, I felt so excited that all of the anxieties vanished, and then in my heart, there was only one word: 'fight'. I really don't know how to describe my emotion at that time; it was a feeling of utmost pride.

That was such a great opportunity Mr. John and Ms. An gave us. And thanks to Pass It Back, we already had some rugby skills and could integrate these easily into the contact game. Though it was the first time and the result wasn’t very good, we still believed from the bottom of our hearts. I noticed that my friends [the other Coaches] have such a great passion for rugby, which was displayed all over their faces and through their footsteps. I believe that everyone had two happy days at the tournament. I also hope that rugby in Vietnam will develop strongly in the future, and that ChildFund Pass It Back will pave the way for such development. I have absolute confidence in our success!!!!!!

After countless seasons, or perhaps I cannot remember how many seasons, in which I have been a Coach, I was asked to join in the referees group. I have refereed some matches between my players, but at that time I was also coaching them in some techniques, and it was just at training. In a tournament, however, it would be a whole different role. When it came to my first game as a referee, I was so afraid of making a wrong decision, which could lead to conflicts among the players and even between them and myself; not to mention the many people watching; the parents, the spectators. I felt really anxious and like I was panicking, but when looking around at the other Coaches, I thought to myself, 'If they can do it, why can’t I?’ Of course, any one of us can make mistakes or not do our jobs perfectly, but we still have to do it in order to know what we can do and what we cannot. Then we will be able to better ourselves and learn more skills. Since then, I have tried to keep an attitude of: if we don’t dare to do something, we will never do it.”
Male Coach CJE

“What are the differences between gender and sex?”

Previously, my answer would be: “the issues related to both men and women and the issues expected by society for both.” Obviously, I thought that this was right and enough, but after a two-day training on understanding sex and gender with ChildFund Vietnam’s Gender Advisor, I realised that there is a big gap between what I know and what I don’t yet know.

 Nonetheless, I am now very confident to discuss this issue with my players. If gender issues are not properly understood, there will never be gender equality in our society. To challenge paternalism in our society, we need to understand gender issues. In general, all the inherent thinking, impositions, and the preconception of women come from a lack of gender awareness.

In order to make our society better, fairer, and more equal, the first thing we need to do is to improve gender awareness. As ChildFund Pass It Back Coaches, we take responsibility for helping our players become aware of issues relating to gender. In order to challenge gender prejudice, paternalism, and the division of labor in our society, gender awareness is very important.

Once again I would like to thank the Gender Advisor from ChildFund Vietnam for helping Coaches learn more and better understand gender issues.
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