ANNUAL IMPACT Report

Leadership
July 2017 - June 2018
Kim Boi, Vietnam
ABOUT THE PROGRAM

ChildFund Pass It Back is an innovative Sport for Development program led by ChildFund in partnership with World Rugby and Asia Rugby 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.

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 graph compares aggregated data, with baseline\(^1\) data in grey and endline\(^2\) data in green.

This example presents 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 graph 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 to not answer. See:

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

This example shows, for the female player group, that over 55% of players answered correctly, 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:

i) The median is marked by a horizontal line inside the box — this is the “middle score”;

ii) The ‘box’ represents the middle 50% of results for the entire group, i.e. the range of results from the individuals who ranked from 25% to 75% of the group. 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 minimum and maximum results and their ranges represent the individuals ranked in the bottom 25% and the top 25% of the group. (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.)
For example:

**Baseline**

i) The minimum score is 4, the median is 11, and the maximum score is 15, which can be seen by the points at which the whiskers and the line that bisects the box align with the axis at the bottom of the graph. This means that the lower 50% of the group's scores fall between 4 and 11, and the upper 50% of the group's scores fall between 11 and 15.

ii) The ranked scores of the bottom 25% of the group fall between 4 and 9. This can be seen from the line the runs from 4 to 9, which is also where the ‘box’ begins.

iii) The middle 50% of the group's scores range between 9 and 12. This can be seen from the box which runs from 9 to 12 (the edges of the box line up with 9 and 12 on the axis). The blue box represents the range of ranked scores of 25-50% of the group, (i.e., from 9 to 11). The green box represents the range of ranked scores for 50-75% of the group, (i.e., from 11 to 12).

**Baseline and Endline**

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Endline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum score:</td>
<td>25%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Lower whisker: 0 - 25% range of scores:</td>
<td>25-50%</td>
<td>37.5-62.5%</td>
</tr>
<tr>
<td>Blue box: 25-50% range of scores:</td>
<td>50-62.5%</td>
<td>62.5-75%</td>
</tr>
<tr>
<td>Green box: 50-75% range of scores:</td>
<td>62.5-75%</td>
<td>75-87.5%</td>
</tr>
<tr>
<td>Upper whisker: 75-100% range of scores:</td>
<td>75-87.5%</td>
<td>87.5-100%</td>
</tr>
<tr>
<td>Maximum score:</td>
<td>87.5%</td>
<td>100%</td>
</tr>
</tbody>
</table>
YEAR AT A GLANCE
YEAR AT A GLANCE

COMPETITIONS
06

SESSIONS
2,097

1,023
Female Sessions

1,074
Male Sessions

ATTENDANCE

Total Players
Female Players

2,484
1,213 (49%)

1,467
752 (51%)

815
396 (49%)

478
222 (46%)

At least one session
75% sessions
One competition
More than one competition

646 players surveyed
(44% of total players who attended 75%+ sessions)¹

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>296</td>
<td>348</td>
<td>2</td>
</tr>
</tbody>
</table>

¹ The data for the two individuals who recorded other for their gender have not had their data included below. However, it can be noted here that both individuals improved across all measures.
Six hundred and forty-six or 44% of players (of whom 296 or 46% are female players) were assessed on changes to their knowledge, attitudes and practices around the ChildFund Pass It Back leadership competencies. The leadership component of the evaluation survey consists of 12 questions related to these topics.
Results: Aggregate Scores

When allowance is made for players who maintained their score from baseline to endline the scores increase to 83% (402/485) for Weighted Score and 79% (385/485) for Pass-Fail score.

<table>
<thead>
<tr>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average baseline score was 25% and the average endline score was 45%, representing an 80% increase (or an increase by 20 percentage points).</td>
</tr>
</tbody>
</table>

The following graphs break down the data by gender.

The weighted score for an individual player is calculated using the scale values for 12 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 60 and the minimum is -60.

| Pass-Fail Score |

The average baseline score was 68% and the average endline score was 78%, representing a 14% increase (or an increase by 10 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 12, and the minimum is 0.

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2 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. entirely agree (5), mostly agree (-4), agree (-3), moderately agree (-2), slightly agree (-1).
The results below highlight key changes around the five leadership competencies as well as on tag rugby knowledge. The median scores for each competency indicator (represented by a set of questions) are presented in the tables below, along with the result for a specific question that forms part of the indicator. Indicators are scored by adding points for correct answers and subtracting points for incorrect answers. Hence, it is possible to have a zero score or a negative score.
**/ LEADERSHIP COMPETENCY /**

### Voice

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Average</th>
<th>Endline Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>♂</td>
<td>50%</td>
<td>60%</td>
</tr>
<tr>
<td>♀</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Statement:** Something that I said has influenced a friend to overcome a challenge in their life.

**Analysis:** The median values improved for both the female and male player groups, with the female group increasing from 3 to 4, and the male group from 2 to 3. Of particular note is that at the endline approximately 80% of the female players (or higher) agree with this statement, and while the contexts in which these scenarios take place are not known, a number of Coach Journal Entries point to players supporting other players to overcome bullying at school, to manage stress around exam time, and to support each other with their household chores.

**Evidence:** Over 95% of the female and male player groups agree with the statement that something they said has influenced a friend to overcome a challenge in their life.
Statement: I would not be willing to take a risk in order to achieve my goal.

Analysis: At the endline, the self-assessed confidence of both female and male player groups sees over 55% in each group ‘strongly disagreeing’ (answering either mostly disagree or entirely disagree) with the statement that they would not be willing to take a risk in order to achieve their goal. Furthermore, at the endline only 5% of female players and 10% of male players agree with the statement. Risk, reward and failure, and how to manage these challenges and experiences are key competencies that players learn through their experience with the program, be it at tournaments or during sessions, and it is something that we see occurring more and more among players outside of Child Fund Pass It Back ‘spaces’.

Evidence: Over 90% of the female and male player groups stated that they would take a risk in order to achieve their goal.
Statement: My actions can have a positive influence on my community.

Analysis: At baseline, approximately 50% of both player groups believed that their actions can have a positive impact on their communities, and at the endline, this had risen to 92% for the female player group and to 89% for the male player group. One area where some players are having an impact is in their schools — a number of teachers have reported to Coaches that ChildFund Pass It Back players are generally more attentive in class and are more willing to answer questions and support their fellow students where they need help.

Evidence: 92% of female players and 89% of male players now agree that their actions can have a positive influence on their communities.
Statement: I cannot change the way that other people act.

Analysis: In responses to this question, we see a shift from agreement with this statement at baseline to disagreement at the endline — highlighting an important shift among the majority of players regarding how they see their potential to influence someone’s behaviour (in a positive way). It is important to note the lower scoring given here, contrasted with the voice competency, as players give more weight to the greater complexities around changing someone’s behaviour vis-a-vis supporting a friend to overcome a challenge. It can be argued that this highlights a good understating among players around the meaning of these two competencies.

Evidence: Over 50% of female and male players disagree that they cannot change the way that other people act.
Statement: I am afraid of unexpected changes in my life.

Analysis: This question proved the most challenging for players, not in terms of understanding the question, but in terms of attitude. Players are aged 11-16, which is a period in an individual’s life that can be full of unexpected changes. The players in this cohort have only completed two of ChildFund Pass It Back’s four modules: Gender and Planning for the Future. It will be interesting to see how the results of this question change after they complete the remaining two modules: Being Healthy (a sexual and reproductive health and rights curriculum) and Feeling Safe (a curriculum on rights and eliminating violence).

Evidence: No improvement regarding self-assessed attitudes around unexpected changes in an individual’s life were seen.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Average</th>
<th>Endline Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>🖤</td>
<td>53%</td>
<td>67%</td>
</tr>
<tr>
<td>🤴</td>
<td>40%</td>
<td>47%</td>
</tr>
</tbody>
</table>
Rugby Laws: Do players understand the basic laws of tag rugby.

Analysis: At baseline, basic knowledge of key tag rugby laws was weak among both groups of players, with over 55% of male players and 45% of female players not able to answer all four questions correctly. However, by the endline, 95% of females and males could answer all four questions correctly. The percentage of players who answered all four questions correctly is presented in green, while the percentages for players who only answered zero, one, two, and three questions correctly are presented from left to right in different shades of orange.

Evidence: 95% of the female and male players understand basic tag rugby laws.
**Rugby Values:** Do players know the 5 rugby values.

**Analysis:** At baseline, knowledge of the rugby values was weakest among male players, with over 50% of players knowing at most 2 of the 5 values. Female players started better, with over 50% knowing 4 or more. However, by the endline, 81% of female and 79% of male players could name all 5 values. The percentage of players who named all 5 values is presented in green, while the percentages for players who named 0, 1, 2, 3, and 4 values are presented from left to right in different shades of orange.

**Evidence:** 81% of female and 79% of male players can name all 5 rugby values.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Average</th>
<th>Endline Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>♂</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>♀</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

/RUGBY KNOWLEDGE/
RESULTS: SEASON LEARNING

Assessment of Learning:
At the end of the season the players scored (from 1 to 5) the knowledge and skills that they gained on leadership as a result of participation in the program. Based on the average scores, we can see that the majority of players ranked their learning as moderate to high.

<table>
<thead>
<tr>
<th>Group</th>
<th>Score: Leadership Skills</th>
<th>Score: How to be a Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>♀</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>♂</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
QUALITATIVE DATA

4 Case Studies were submitted and analysed during the year
43 Most Significant Change Stories were submitted and analysed during the year
353 Coach Journal Entries were submitted and analysed during the year
Case Studies: 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).

Most Significant Change Stories: What are they?
As part of ChildFund Pass It Back’s monitoring activities, Coaches produce 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 Journal Entries: 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 result of their role as a Coach, as well as reflecting 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 is a presentation of an amalgamation of Case Studies, Most Significant Change Stories, Coach Journal Entries, and quantitative data submitted by or about (by other Coaches) a single Coach, Loan.

Loan is currently a ChildFund Pass It Back Coach, Bronze Level. She is 17 years old and had previously been part of the program for 2 years as a player, and now as a Coach for 6 months. Loan has followed an interesting pathway during her time with the program, having competed in competitions in Vietnam and Laos, travelled to Belfast to compete in the ChildFund Pass It Back Cup, and, most recently, graduated from secondary school and become a Coach and a member of the data entry team.

Loan recently wrote a Coach Journal Entry about her experiences as a Coach:

Have you ever failed at anything? Has your life been paved with roses?

If you’re going through hell, keep walking, because after the darkness, a new page of your life will turn over. The lessons and experiences I’ve gained since joining ChildFund Pass It Back have helped me realise that success starts with failure. I still remember how negative my thoughts were back in 8th grade before I joined the ChildFund Pass It Back family. Back then, Mathematics had been my favourite subject. I would participate in the Maths Triathlon and brought home quite a few prizes. That school year, my school organised a student tournament to celebrate Teacher’s Day. I was so confident, never realising my confidence had become arrogance. Several days later, the school board announced the winners, and I wasn’t among them. I felt so dejected, but I understood why I hadn’t won; it was because I wasn’t able to complete all the questions. After this experience, I felt that mathematics wasn’t for me — that I’m not capable of learning mathematics. The following school year, I switched to the geography honours student team.

The way I think about life has improved a lot since I joined the program. At first, I was player, being guided by Coach Dieu and Coach Phuong through various lessons, one of which was about “not giving up”. Then I became a Coach and had the opportunity to have many more experiences. An incident in April during a tag rugby tournament made me realise that failure is not the end of the world. It was the first tournament that I attended as a Coach and not a player. I was excited to be working in the referee team. The tournament started and so I started refereeing. There were many games and everything was going well, and I kept encouraging myself to work harder. The final game of the tournament started, and I ran onto the pitch with complete confidence. I went through the usual steps to start the game. After several minutes, one team scored a try, and after the player touched down in the try area, I blew my whistle. After the signal, however, I heard yells...
and cries of: “The referee is biased!”, “Don’t you have eyes!”, and “Replace the referee!”. I decided to ignore their negative comments, because I still remember being a player and opinions like “the referee is being biased” and “the referee made the wrong decision” always creep into players’ minds after the opposing team scores a try.

The game finished, and I walked back to the referee tent. Then, players from the last game started coming over to the tent. They were yelling, and said I was biased towards the winning team. I felt even worse when I saw the players posting negative comments about me on Facebook. Seeing the updates from players and reading their negative comments made me feel a lot of pressure and very down about myself. But then, some more experienced Coaches gave me words of encouragement; one said: “Keep going, it’s okay, I used to feel the same way, and I was a terrible referee, I could barely use the whistle when I first started.” The more I heard and read stories about other Coaches failing and getting back up, and the more I thought about the lessons that Coach Dieu and Coach Phuong taught me when I was player, the more I realised that there was no reason to waste my time feeling sad and down. I made the decision not to think about those negative comments and to continue to work hard as a Coach.

This incident helped me understand that the road to success is never an easy one, and a bit of hardship is not a reason to give in. These obstacles and hardships are tools that hone our patience and diligence. The simple truth is that nothing worth having ever comes easy, and life is not always a road paved with roses. I have learned that failure always comes first and probably much more often than success does, but if we can maintain a positive outlook, we’ll see that success doesn’t arrive packaged in roses, success is built on all the failures that we overcome.

Loan’s experiences around failure and her efforts to overcome the emotional challenges and better herself as a Coach are key examples of the leadership competencies that ChildFund Pass It Back aims to support among our Coaches. Failing forward, overcoming challenges, identifying self-worth and self-efficacy in our actions and emotions are all evident in Loan’s experience as a referee, and what she did afterwards with her experience.

Loan has a long history of learning from her experiences, and one of her biggest experiences was her trip to Belfast in 2017 as part of the ChildFund Pass It Back “SEA Dragons” team. This team of 15 young women travelled to Belfast to play in the ChildFund Pass It Back Cup, an activity organised alongside the Women’s 15s Rugby World Cup. As well as participating in the Cup, the team also met with the Australian and Irish national sides, the Mayor of Belfast, attended a quarter-final match, and participated in other cultural experiences. The journey was the first time that the majority of players had ever left their respective countries and had been away from their families for an extended period of time. It was an experience filled with excitement, but which also presented many challenges. In an extract from a case study on the SEA Dragon’s players, we see the impact of positive role models on Loan, who had some very noteworthy interactions with people she met in Belfast and brought home some new ideas about the way things should be for young girls in her community.

Meeting the Mayor was the most important experience for me. She removed all doubt in my mind about my gender. She made me feel confident about myself as a girl. I had a chance to stand just next to her and I felt like I was a powerful girl. I was so proud. When I came home, I talked to my father about my experience. I talked to him about the powerful girl that I am trying to be. My father drinks, he used to drink a lot because he doesn’t have a son. Our society has a prejudice towards a ‘man without a son’. It has taken time, but my father has changed. Now, he drinks a lot less, and I am so happy about that.

Meeting the Mayor was not just a significant experience in terms of impacting on Loan’s personal situation at home — it also further shaped her outlook on her own community and society more broadly.

The fact that [the Mayor] is a powerful leader of a city inspires me. It focused my point of view on gender and gender roles for girls in my society. My parents did not have a son. In my community, people maintain the status quo; they respect a man over a woman. A man can also dominate everything as he is the head of the family. If a family has no sons, then the family is seen as weak (although my family is actually not). I was born as an ‘additional child’ and the whole family hoped that I would be a boy; I wasn’t. So, during my childhood, people often called me “Cu Lien” (Boy Lien). I hated this, but I just lived with it.

Ever since I returned from Belfast, whenever someone calls me ‘Cu Lien’, I remember the Mayor and I feel brave enough to fight back. I even dared to say: ‘Look at me! Look at everything Cu Lien can do and learn; you can’t judge a girl like that’. The first time I spoke out like this I was still afraid of being judged, but I believe that it is better to show people how wrong I think it is for them to

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3 Vietnam has a (loose) two-child policy that impacts family planning, family benefits, and inadvertently the population sex-gap. Here, Lien is the third-born child in her family.
call me ‘Cu Lien’. I feel proud of myself as I am always trying to be better instead of being afraid of what people think about me and my family.

My family situation has always made me want to do something to prove that girls can do whatever boys can do. My Coaches, Dieu and Phuong, taught us about gender equality, but the concept was still blurry in my mind. I learned that people should not be discriminated against due to their gender, and that girls can be as good at being a leader as boys. However, it was difficult to explain to others and to change people who want to keep traditions around favouring boys. Sometimes, I even wondered if it [the concept of gender equality] is true or not. However, since Belfast, I have collected enough evidence to tell myself and others that we are all equal. I really stopped doubting my capacity. I even told people (who had been asking my mom to try again for a boy) that boys and girls are of equal value, there is no reason to need a boy when our family already has beautiful girls like us (my sisters and myself).

One of the key learning experiences for the SEA Dragons players was meeting women in positions of power or who are elites in their field. This impact is exemplified in Loan, who has taken back more positive attitudes towards strength, power, and gender roles in her society and has begun taking steps to change how her family and her community look at adolescent girls not only vis-a-vis boys, but also as independent and valued in their own right.

Loan’s history with the program can be traced through her journey from becoming a player on one of hundreds of ChildFund Pass It Back teams, right up to her role as a Bronze Coach and member of the data entry team. Her journey has many highlights along the way, but it is her first highlight that came via a most significant change story written by one of her Coaches that still stands out among many Coaches, staff, and supporters of the program.

Loan is the captain of the ‘Vietnam Online 1’ team, and she has been part of the team since March 2016. Loan loves sport. Besides volleyball, which she plays weekly, the reason she wanted to take part in rugby was so that she could play another sport, make lots of new friends and, most importantly, learn lots of new life skills and learn more about leadership.

The biggest change in Loan since she started participating in the ChildFund Pass It Back program happened earlier this year [in 2016]. Before she joined the program, she once bought some cotton buds for 10,000 VND from a street vendor in her village, and although she didn’t have any money, the man allowed her to take them and pay him at a later date. At that time, she thought to herself 10,000 VND isn’t much, and she was sure the seller wouldn’t recognise her again — so if she didn’t pay him back, it wouldn’t be a problem. But, when she started participating in ChildFund Pass It Back, she learned about the five rugby values; integrity, respect, solidarity, passion, and discipline, as well as new life skills like confidence and communication. Then, in September, when her team was chosen to go to the district competition to compete with teams from other communes, she was waiting for the bus with her team and Coaches and saw the street-seller who had given her the cotton buds that day. The street-seller was a bit surprised when he saw Loan take money out for him because it had been quite a long time since he gave Loan the cotton buds. Loan was brave in front of the seller, and she confidently said to him: “A while ago you let me take cotton buds without paying, and although you probably don’t remember me today, I would like to give you the money that I owe you.” The street-seller was very emotional and thanked Loan, then he thanked the Coaches for having players with such honesty and integrity.

This was an important, valuable moment documenting a change in Loan because her friends, Coaches and members of her community witnessed it. Honesty and integrity — these are the values and qualities that all future leaders must have, and it’s clear that these are taught through the ChildFund Pass It Back program.

Returning to Loan, the Coach, we also have an opportunity to see the impact that she is having on her players by way of the quantitative data on the teams that she coaches (with various coaching partners). Loan coached 5 teams between February and June for the Planning for the Future season (she was a player during the Gender Module). The following data represents the sample of players (59 female adolescents) interviewed from her 5 teams and highlights the impact that Loan (along with her coaching partners) is having on her players.
Player Leadership Competencies

92% Improved their score from Baseline to Endline (Weighted Score)

75% Improved their score from Baseline to Endline (Pass-Fail Score)

The average baseline weighted score was 37% and the average endline score was 63%, representing a 96% increase (or an increase of 36 percentage points).

The average baseline score was 75% and the average endline score was 92%, representing a 23% increase (or an increase of 17 percentage points).

Player Knowledge - Planning for the Future

74% Improved their score from Baseline to Endline (Weighted Score)

57% Improved their score from Baseline to Endline (Pass-Fail Score)

The average baseline weighted score was 45% and the average endline score was 72%, representing a 60% increase (or an increase of 27 percentage points).

The average baseline score was 83% and the average endline score was 92%, representing a 11% increase (or an increase of 9 percentage points).

Lastly, we have Loan’s own development as a Coach. It should be noted that this measure is only over 6 months, and given Loan’s experience as a player, she enters the program already armed with a lot of key knowledge and skills.

Loan maintained her weighted score at 70% and her pass-fail score at 92% for the leadership competency component, given that she has only been a Coach for 6 months, and was a player prior to this, we would not expect to see large improvements at this stage. She improved her score in the ‘rights’ and ‘planning’ components and got full marks for the ‘gender’ component. In addition, Loan also answered that she has negotiated with a parent/guardian in order to gain permission for a player to participate in ChildFund Pass It Back.

Coach Competencies

Loan’s growth as a player and a Coach has been an amazing experience for those around her to see and be a part of. The data and interviews collated here, which come from various sources (including Loan herself), can only partially tell her story. Nevertheless, this data does show the broad and deep impact that ChildFund Pass It Back is having on its players. And, while not every player will follow Loan’s trajectory, they are given the same opportunities that she has been given, and many — we hope — will follow their unique pathways and use the skills, attitudes, knowledge and friendships they have developed through the program to create positive change in their communities.

1. I "entirely agree" that my community views me as a sports coach.
2. I "entirely agree" that my community views me as a role model for youth.
3. I “mostly agree” that my community views me as a valued member of the community.
4. I "agree" that my community views me as a leader in my community.
Annual Impact Report

Thanks to our supporters:
The Australian Department of Foreign Affairs and Trade
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Taiwan Fund for Children and Families
ChildFund Korea
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