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:

- 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 graph compares aggregated data, with baseline\textsuperscript{1} data in grey and endline\textsuperscript{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.

\textsuperscript{1} Data collected before the season starts.
\textsuperscript{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:

![Graph showing baseline and endline data]

**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 that 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>
The Planning for the Future season was suspended in one of the two districts in Xieng Khouang Province for three months. This resulted in modified and shortened activities, as well as a reduction in the numbers of participants.
YEAR AT A GLANCE

COMPETITIONS

25

5

20

SESSIONS

2,278

1,014

1,264

ATTENDANCE

Total Players

2,787

1,044

1,743

1,689

667

1,022

1,285

Female

1,481 (53%)

528

943

946 (56%)

334

571

692 (54%)

94 (47%)

198

Female Sessions

1,205

Male Sessions

1,073

509

50% Female Sessions

505

Female Players

50% Female Sessions

696

55% Female Sessions

568

45% Female Sessions

480 players surveyed

(28% of total players who attended 75%+ sessions)

Female

Male

219

261

Vientiane

197

Xieng Khouang

283

More than one competition

One competition

At least one session

75% sessions
ANNUAL IMPACT SUMMARY

Four hundred and eighty or 28% of players (of whom 219 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 53% (252/480) for weighted score and 61% (293/480) for pass-fail score.

Weighted Score

The average baseline score was 27% and the average endline score was 27%, representing no change.

The following graphs break down the data by location and 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 67% and the average endline score was 67%, representing no change.

*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. entirely agree (5), mostly agree (-4), agree (-3), moderately agree (-2), slightly agree (-1).

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.

It should be noted here that the interruptions to the latter half of the year — in particular the suspension of activities in one of the implementing areas — and the divergent results between the leadership assessment and the module assessments (gender and planning for the future) indicate that there is more to these results than the face-value of interpretation of ‘the players learnt less about leadership, but learnt more about gender and planning for the future’. One interpretation that the program has witnessed with past players is evidence of players becoming more self-critical or self-reflective as they learn more about what leadership is and what skills, behaviours, and attitudes are required to be a good leader. Hence, it is possible that self-assessments around attitudes and behaviours did not increase as players gained more leadership experiences.
RESULTS: KEY INDICATORS

The results below highlight key changes around the five leadership competencies as well as on tag rugby knowledge. The average 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.
### Voice

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

**Analysis:** For female players, while the number selecting ‘entirely agree’ decreased, the numbers selecting ‘mostly agree’ and ‘agree’ increased and the overall percentage selecting responses on the agree-side of the scale increased from 74% to over 90%. The male players, however, reversed this trend. This may indicate a more critical viewpoint among male players regarding what it means to influence someone or help someone overcome a challenge in their life, or a more critical self-assessment of their past behaviours.

**Evidence:** Over 90% of female players and 80% of male players agree with the statement that something they said has influenced a friend to overcome a challenge in their life.

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Average</th>
<th>Endline Average</th>
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</thead>
<tbody>
<tr>
<td>♂</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>♀</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
**Confidence**

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

**Statement:** I would not be willing to take a risk in order to achieve my goal.

**Analysis:** Both groups dropped their scores for this question, which may indicate a lack of understanding regarding risks at baseline, or a more cautious viewpoint around risks and goals at endline, or a combination of various factors. The qualitative data collected throughout the year suggests that players are not risk averse when it comes to their goals around playing tag rugby and participating in competitions, however, it is apparent that a better understanding of how players understand risk off the field is required. Despite this, the majority of players would take a risk in order to achieve their goal.

**Evidence:** Over 80% of the female and male player groups stated that they would take a risk in order to achieve their goal.
/ LEADERSHIP COMPETENCY /

Vision

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Average</th>
<th>Endline Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>📚</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>🧑</td>
<td>0%</td>
<td>0%</td>
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</table>

Statement: The situation for young people in my community will not improve in the next five years.

Analysis: This is one of the more complex questions that make up the ‘Drive Change’ indicator as individual players have complex and varied backgrounds. Looking at gender alone, we see female players agree more at endline that their situation will not improve in the next 5 years, while male players agree more. Nevertheless, the majority of both groups agree that the situation for young people will not improve. Though various qualitative tools as well as evidence from life skill sessions delivered by Coaches, we know early marriage (in Xieng Khouang), the high cost of education, and a poor local labour markets are factors that impact players’ views regarding their futures and their belief in their ability to change this situation.

Evidence: Over 50% of female and male players agree that the situation for young people will not improve in the next five years.
**Drive Change**

**Group** | **Baseline Average** | **Endline Average**
---|---|---
♀ | 33% | 27%
♂ | 20% | 27%

**Statement:** I am a role model to young people in my community.

**Analysis:** The results remained relatively stable from baseline to endline for both groups. Players who have travelled for competitions and other events have reported that other children in their communities are interested in their experiences and that adults in their community view them more and more as children with good manners and behaviours, which has been reflected in a number of significant change stories over the year. The lack of change may be a result of the large number of players who are not new to the program, hence the high baseline scores, or it may come down to the interpretation of ‘role mode’.

**Evidence:** Over 85% of female players and 75% of male players believe that they are a role model in their community.
Statement: I do not have the ability to learn new skills.

Analysis: The results are positive for both player groups, highlighting strong beliefs around self-efficacy. The minor issue around those who shifted from disagree at baseline to agree at endline may be due to misunderstandings around the question - negative questions can be tricky for players in Laos.

Evidence: Approximately 90% of female and male players believe that they have the ability to learn new skills.
Rugby Laws: Do players understand the basic laws of tag rugby.

Analysis: At baseline, basic knowledge of key tag rugby laws was quite strong among both groups of players, many of whom have had previous exposure given the Lao Rugby Federation’s long standing in both implementation areas (Vientiane and Xieng Khouang). 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: 60% of the female and male players understand basic tag rugby laws.
**Rugby Values:** Do players know the five rugby values.

**Analysis:** At baseline, knowledge of the rugby values was weak among female players, with over 50% of players knowing none of the five values. Male players started better, with over 40% knowing four or more. However, by the endline, 50% of female and male players could name all five values. The percentage of players who named all five values is presented in green, while the percentages for players who named 0, 1, 2, 3, and four values are presented from left to right in different shades of orange.

**Evidence:** Over 50% of female and male players can name all five rugby values.
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 Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>♀</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>♂</td>
<td>3</td>
<td>4</td>
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<tr>
<td>♂</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>♂</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
QUALITATIVE DATA

17 Case Studies were submitted and analysed during the year

44 Most Significant Change Stories were submitted and analysed during the year

462 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 learnt 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.
PATHWAYS: ONE PLAYER’S DEVELOPMENT

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, Tarn.

Tarn is currently a ChildFund Pass It Back Coach, Silver Level. She has been a Coach for over one year now. Prior to becoming a Coach, she was also a player with ChildFund Pass It Back for over a year. During her time with the program, Tarn has also been selected to represent her country in a number of age-grade and one teams and has travelled to various countries both as a national team player and a local club player.

Tarn started out as one of many players in Vientiane, but it did not take her Coaches long to see that she had a special talent for rugby. One of the Lao Rugby Federation development officers wrote a significant change story about Tarn early in her time with the program.

In the past, Tarn was a shy person and didn’t really like to talk to people. Rather, she liked to stay home alone and didn’t really like to play sports. One morning at her High School, an LRF development officer came to recruit students interested in participating in ChildFund Pass It Back and Tarn decided to apply. Tarn said that, “My feeling about this at that time was nothing special; I just thought to myself I wanted to give it a go.”

Tarn went to training for a month, but she didn’t pay much attention to playing tag rugby until she was selected to be team captain for her team. She said, “I was so proud at the time to be team captain and so I decided to do my very best for the team”. Tarn continued participating in ChildFund Pass It Back, and one day her Coach persuaded Tarn and the other players on her team to attend practice with the Vientiane Lions club team — which plays contact rugby and not tag rugby. At the training she tried her best and was among only a few chosen to play for the Lions at a sevens competition held at Sikeut. Tarn said, “I was so excited! It was my first game of contact rugby ever, and I really began to feel a lot of love for this sport — I just knew that I wanted to keep on playing.”

While Tarn is not someone who likes to talk, she is a good rugby player, strong in contact and not shy on the field. However, when some of the senior players tried to teach her to talk more at training and on the field, she was still too shy, just like she was with her tag rugby team. Her Coach tried to encourage her to speak and communicate more while playing, but she didn’t yet have enough confidence to do it.
Tarn has been acutely aware of the changes she has made, and move forward to reach new goals.

As a result of her dedication, Tarn was selected for the Lao national team to play in a competition in Hong Kong and was a key player. After Hong Kong, Tarn was also selected for the SEA Sevens competition in Singapore. These two competitions had a big impact on Tarn. Tarn became a more confident player and she became more confident in communicating with her teammates on and off the pitch. During that time, she spent 10 days straight living, eating, sleeping and training with her teammates. "I felt so happy to be staying with my friends in the team. We got used to each other, and we have been good friends ever since — we went from people who didn’t know each other to becoming one family. I was so happy".

Tarn’s dedication and willingness to give her all saw her selected for the national women’s sevens team to play in the SEA Games in Malaysia. Of this experience, she said: "The moment I heard that I was selected for the SEA Games I was so happy and excited to be a part of the Lao national team”. Tarn continued to pay attention at training, stating, "I had to develop myself and improve on my weakness in order to be better, otherwise I wouldn’t be selected". In the first match of the SEA Games competition, the Laos team met the hosts, Malaysia. Tarn did a good job communicating with her teammates and showed a lot of confidence. Unfortunately, the team lost. Nevertheless, Tarn said that: "I was so excited and scared. We tried to focus and work together throughout the game".

Tarn played exceptionally well and supported her team throughout the tournament, so much so that she played every minute of every game. The whole experience made Tarn feel more confidence in speaking and communicating more with her friends in the team as well as the Coaches. Tarn came back to Laos with more confidence and an even stronger desire to keep playing and coaching as part of ChildFund Pass It Back.

Within the year, Tarn had come a Coach and was coaching her own teams, as well as playing for the Lions and the Lao national team. In a recent case study, Tarn spoke more about her transition from player to Coach, and a little about her background.

Before being introduced to rugby, I was a young girl living in a remote area in Savannakhet Province, very far away from my local school. When I was 15, I moved to study at Secondary School in Vientiane Capital. At that time, I lived with my aunt. When I was in Grade 10 at secondary school, I started playing tag rugby with my school team as part of ChildFund Pass It Back. Not long after I began playing tag rugby, I also began playing contact rugby. I was very excited to have a chance to be in the Nagas National Rugby Team and play in my first contact rugby match in Hong Kong.

Later that same year, the Lao Rugby Federation began recruiting Coaches for the ChildFund Pass It Back program. I was really interested in becoming a Coach because I wanted to deliver knowledge and skills to other kids in my community — the kind of opportunity that I had been given. I was excited to participate in the training for new Coaches to become a Bronze Coach. It was challenging because I had to talk with many new people, even though I typically do not like talking with others. But when I became a Coach, I realised that I had begun talking with more and more people, and I had gained new skills and experiences, such as around being a leader. I used my leadership experiences from the Coach training to coach my teams. I worked so that the players would see me as a role model; in particular around the five rugby values — integrity, solidarity, passion, respect, and discipline. I also applied my leadership skills in my daily life: I have a job that I like, and I take care of my work around the home. In addition, I want to improve my English skills because I am a national team member and will hopefully travel to play in many matches in many countries.

Not long after Tarn began coaching her own teams, she wrote a Coach Journal Entry that reflected on her leadership skills and her vision of being a role model for young girls playing in her team.

In April, there was an under-14s tournament organised in Vientiane. There were teams from Vientiane Capital and Xieng Khouang Province, as well as teams from Hong Kong visiting. I was so excited because my players were playing in the first match, and it was against the team from Hong Kong. I tried to get my players ready and I told them about my previous experience when I first played against foreign teams. I reminded them: “They are big, but don’t forget that they only have two hands and two legs like us.” I felt that when I shared my experience of playing in some matches with them, they seemed to become more confident. My previous experience was really important for them as I was able to encourage them to have self-confidence. I never thought that I would be able to do this. I knew that sharing our personal experiences with others is not a shameful thing no matter whether it is about a good or bad experience. Past experiences can motivate us and motivate others who hear about our experiences, so long as they are willing to improve themselves, to overcome their mistakes, and to move forward to reach new goals.

Tarn has been acutely aware of the changes she has
experienced as a result of participating in ChildFund Pass It Back and has taken great pride in giving back the same experiences that she has been given. Her focus on improving her communication skills, not just for her own development as a player, but also as her role as a Coach and a leader, is evidence of this. Returning to the case study, we see how Tarn values her development as a Coach and player.

In terms of self-development, I started playing rugby from zero — having no knowledge about it — and now I am in the national team. Being able to apply lessons from ChildFund Pass It Back to my daily life is something wonderful. In the next five years, there may be uncertainty in my life, but I still plan to do things that I like such as playing rugby, continuing to improve myself through coaching, and achieving my goals. I also want to share my experience with new generations of players, develop children in my community, and give more opportunities to disadvantaged children because I used to be in this situation. I want to travel and collect more experiences from more places, finish my studies, get a secure job, support my brothers and sisters to complete their studies, build a new house for my mother, and send my youngest brother to get medical rehabilitation in another country.

I am so proud of myself that I have been able to have so many experiences at this young age and I also feel that I am now a grown-up who is self-reliant and able to provide some support to my family.

In Tarn’s story we see a young woman who has gained a lot of experience from being involved in the ChildFund Pass It Back program, and from becoming more involved in rugby outside the program. We can see that Tarn has received and developed many new skills through her experiences of being a Coach and a national team member, such as leadership, confidence, and how to plan for the future. We are proud to be part of helping Tarn on her current path.

We also have an opportunity to see the impact that Tarn is having on her players by way of the quantitative data collected on the teams that she coaches (with various coaching partners). Tarn coached two teams between August and June for the Gender and Planning for the Future seasons. The following data represents the sample of players (17 female adolescents) interviewed from her two teams and highlights the impact that Tarn (along with her coaching partners) is having on her players.

### Player Leadership Competencies

<table>
<thead>
<tr>
<th></th>
<th>Improved their score from Baseline to Endline (Weighted Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>9%</td>
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</table>

The average baseline weighted score was 27% and the average endline score was 12%, representing a 56% decrease (or a decrease of 15 percentage points).

The average baseline score was 75% and the average endline score was 63%, representing a 16% decrease (or a decrease of 12 percentage points).

It should be noted here that the majority of Tarn’s players started out with very high scores, and a few outliers brought down the scores. Nevertheless, the downward trend between baseline and endline is consistent across the teams. It is difficult to assess whether players ‘learnt less’ or became more self-critical between the baseline and endline. Nevertheless, a number of Tarn’s coach journal entries attest to the latter interpretation.

### Player Knowledge - Gender

<table>
<thead>
<tr>
<th></th>
<th>Improved their score from Baseline to Endline (Weighted Score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>87%</td>
<td></td>
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<tr>
<td>87%</td>
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</table>
The average baseline weighted score was 1% and the average endline score was 15%, representing a 1,400% increase (or an increase of 14 percentage points).
The average baseline score was 67% and the average endline score was 83%, representing a 24% increase (or an increase of 16 percentage points).
The average baseline weighted score was 12% and the average endline score was 52%, representing a 333% increase (or an increase of 40 percentage points).
The average baseline pass-fail score was 58% and the average endline score was 92%, representing a 59% increase (or an increase of 34 percentage points).

Lastly, we have Tarn’s own development as a Coach. It should be noted that this measure is over 12 months and given Tarn’s experience as a player, she entered the program already armed with a lot of key knowledge and skills.

<table>
<thead>
<tr>
<th>Player Knowledge - Planning for the Future</th>
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</thead>
</table>

**94%** Improved their score from Baseline to Endline (Weighted Score)

**94%** Improved their score from Baseline to Endline (Pass-Fail Score)

The average baseline weighted score was 12% and the average endline score was 52%, representing a 333% increase (or an increase of 40 percentage points).
The average baseline pass-fail score was 58% and the average endline score was 92%, representing a 59% increase (or an increase of 34 percentage points).

Lastly, we have Tarn’s own development as a Coach. It should be noted that this measure is over 12 months and given Tarn’s experience as a player, she entered the program already armed with a lot of key knowledge and skills.

<table>
<thead>
<tr>
<th>Coach Competencies</th>
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For the leadership competency component, Tarn improved her weighted score from 26% at baseline to 62% at endline, a 139% increase (or an increase of 36 percentage points), and her pass-fail score increased from 75% to 92%. Tarn improved her score in the ‘rights’ and ‘planning’ components and dropped for the ‘gender’ component (for example, around questions regarding her capacity to explain gender roles to adults in her community). In addition, Tarn also answered that she has negotiated with a parent or guardian in order to gain permission for a player to participate in ChildFund Pass It Back.

1. I “entirely agree” that my community views me as a sports coach.
2. I “agree” that my community views me as a role model for youth.
3. I “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.

Tarn’s growth as a player and a Coach has been an amazing experience for those around her to see and be a part of. Tarn shone as a player who rapidly joined the ranks of Laos’ best rugby players, but her commitment to continue as a Coach and work with other young players is testament to her attitude toward the goals of the ChildFund Pass It Back program. While at times, as is evident in her Coach assessment, she may doubt her own skills or her own impact, the evidence around her suggests that she is a very capable leader, one who supports other young girls to play sport and tries to be a good role model for those younger girls around her. The data and interviews collated here, which come from various sources (including Tarn 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 Tarn’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, friendships, they have developed through the program to create positive change in their communities.
Annual Impact Report

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