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

This graph compares aggregated data, with baseline data in grey and endline 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.

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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:

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>
SEASON AT A GLANCE
SEASON AT A GLANCE

COMPETITIONS

03

SESSIONS

923

Female Sessions

434

Male Sessions

489

47% 53%

ATTENDANCE

Total Players

1,313

Female Players

617 (47%)

633

323 (51%)

709

302 (43%)

A competition

At least one session

75% sessions

485 players surveyed

(76% of total players who attended 75%+ sessions)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one session</td>
<td>256</td>
<td>229</td>
</tr>
</tbody>
</table>
485 or 37% of players (of whom 256 or 52% are female players) were assessed on changes to their knowledge, attitudes and practices around the topics that formed the basis of the Planning for the Future season curriculum. Topics explored included planning and setting goals, role models, risks and positive behaviours, and community resources. The evaluation survey consists of 12 questions related to these topics.
Results: Aggregate Scores

The average baseline score was 37% (with 95% confidence the score is between 34% and 40%) and the average endline score was 60% (with 95% confidence the score is between 57% and 63%), representing a 64% increase (or an increase of 23 percentage points).

The following graphs break down the data by gender.

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.

### Weighted Score

The average baseline score was 37% (with 95% confidence the score is between 34% and 40%) and the average endline score was 60% (with 95% confidence the score is between 57% and 63%), representing a 64% increase (or an increase of 23 percentage points).

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 75% (with 95% confidence the score is between 73% and 77%) and the average endline score was 92% (with 95% confidence the score is between 90% and 94%), representing a 22% increase (or an increase of 17 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\(^1\). The maximum possible score is 12, and the minimum is 0.

\(^1\) 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 Planning for the Future season.
Analysis: Among female players, the median value shifted from disagree (-3) to entirely disagree (-5), a significant change among the group regarding their attitudes towards leadership and the characteristics of a good leader. This is also an important instance where a player group has had over 50% for entirely disagree/agree for an assessment question (there are two other instances in this assessment, both with the female player group). This represents an important shift in players’ understanding of what makes a good leader and highlights a good result for the Coaches as they try to instill positive attitudes towards leadership in their players. The male player group saw a shift in their median score from ‘slightly agree’ (1) to strongly disagree’ (-4). This highlights that the message around leadership in the life skills sessions is overcoming more entrenched views around failure as a negative characteristic of good leadership among male players (and which is further supported by evidence in various case studies, Most Significant Change Stories, and Coach Journal Entries.)

Evidence: 90% of the female players and 80% of male players have the attitude that failure is an acceptable experience of being a good leader. Moreover, over 50% of female players entirely disagree with the statement: “A good leader never fails.”

### / SURVEY STATEMENT /

**A good leader never fails**

<table>
<thead>
<tr>
<th>Group</th>
<th>Baseline Median</th>
<th>Endline Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>♂</td>
<td>-3</td>
<td>-5</td>
</tr>
<tr>
<td>♂</td>
<td>1</td>
<td>-4</td>
</tr>
</tbody>
</table>

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![Baseline and Endline charts for female and male players showing changes in attitudes towards leadership.](chart.png)
Females have less capacity than males to learn new skills

**Analysis:** For the female player group, the results were positive in terms of a majority disagreeing with the statement that females have less capacity than males to learn new skills. This result is congruent with previous assessments, especially given the strong indication among the female group around questions focused on gender stereotypes (see: Gender Season Impact Report). The number of male players who entirely disagree (-5) with this statement also doubled, highlighting some good work by the male Coaches in instilling positive attitudes towards gendered roles in their communities.

**Evidence:** Over 60% of female and 30% of male players entirely disagree that females have less capacity than males to learn new skills.
The way I spend my money does not impact other in my household

**Analysis:** The female and male player groups recorded an increase in median value from slightly disagree (-1) at baseline to a median value of disagree (-3) at the endline. This follows the results of the statement “Males and females should make joint decisions about how money is spent in their family” in the Gender Impact Report and correlates with a continuing shift in player’s understanding around how their attitudes and behaviours around decision making and money can impact other people.

**Evidence:** Over 80% of female and male players ‘confidently agree’ that the way in which they spend money impacts other people in their household.
**Analysis:** Both groups improved their scores from baseline to endline. The female group shifted from a median of slightly agree (1) to disagree (-3), underpinning a shift from 45% disagreement to 75% disagreement. The male group also shifted along the disagree side of the scale. These attitudes in practice can be seen increasing in a variety of examples, from players who want to travel and play in competitions in new districts and meet new friends to players who seek support from their Coaches after their parents have denied them permission to register or continue participating in the program.

**Evidence:** Over 70% of female and male players disagree that taking risks will always lead to negative outcomes.
**Analysis:** The strong result for this statement highlights, in part, a strong understanding among players of the value of the skills and knowledge that players learn as part of participating in ChildFund Pass It Back (and by extension other extracurricular activities). While the program has faced challenges in the past around understanding the sport for development focus of the activities, this messaging has been transferred by Coaches to players, and the experiential learning model at the centre of the program is a widely enjoyed and valued part of the program experience among players.

**Evidence:** More than 95% of female and male players agree with the statement that informal education can be as valuable for their future as formal education.
SEASON LEARNING

Prior Knowledge
At the beginning of the season, 12% of players stated that they had previously attended training or participated in an activity related to planning or saving money.

Assessment of Learning
At the end of the season the players scored the knowledge that they gained on saving, savings goals, and setting plans [for one’s future]; two key components of the Planning for the Future season. 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>Previous training/activities related to planning</th>
<th>Score: Saving</th>
<th>Score: Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>♂</td>
<td>26</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>♂</td>
<td>32</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
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.
A JOURNEY OF A CHILDFUND PASS IT BACK COACH

Lan is 22 years old and lives in a village in a rural, mountainous, and remote area in Kim Boi, Hoa Binh. As with many similar less-developed areas in Vietnam, life is tough there and the community have limited access to many of the opportunities that people in more urban areas have access to, such as organised sport and safe spaces to play sport. Women and girls in Lan's community, as well as those in neighbouring areas, also face difficult challenges around participating in sport because, as Lan highlighted to us, they have more burdens than men and boys in their daily life: “We [women] have to spend most of our days farming and doing housework, and rarely have time to go out.” Before the ChildFund Pass It Back Program launched in Kim Boi, Lan seldom had opportunities to play sport. However, in 2015 the program started to provide opportunities to children and young people in Kim Boi to play sport and learn life skills, and Lan seized the opportunity to sign up to become a Coach and coach children in her community on tag rugby and life skills. The more she participated as a Coach, the more she realised that she really enjoyed playing rugby and coaching children. She had found a chance to participate, to play, and to “learn about gender equality, about how women can be leaders, and about how women can play sport.” Lan has been working hard to improve herself, particularly around coping with barriers that she faces as a female Coach. In a community where the majority (of both men and women) have strong opinions that women and girls should just stay in the ‘kitchen zone’ where they belong and that they should be happy there, Lan has challenged this ‘zone’ where her community has placed her and instead has fought for the right to participate and be involved in organised sport. Over the past three years Lan has been a model Coach, she has graduated from teaching college, she has become a Coach Group Leader, and now she is embarking on her newest challenge as a mother.

The story

Before Lan joined the program, she had limited opportunities to play sport. Lan liked volleyball, but she was only able to play it two or three times in her life. Her village has only one playing space, and once the boys and men start playing, the girls and women cannot use the space or join in the game. Lan and her friends once had to give the playing space to the boys even though the boys came later. The girls and women in the village are shackled by the idea that, as Lan said, “Our [referring to girls] space is in the kitchen, not on the sports field.” Lan also spoke of how: “Most married women do not know how to enjoy their life. Some of them do not even have time to see a doctor when they get sick. And girls are never told that they have the right to play sport. Instead, girls are told to do the gardening, cut bamboo and sell it in the market, and do the cleaning around the house. Sport is generally seen as something just for men and boys, not for women and girls.” When ChildFund Pass It Back started, Lan was recruited as she demonstrated a strong interest in being a Coach. At the time, Lan was a young girl who had just graduated from high school and was still finding a path for her future. It was a big decision to make at the time. Lan was completely new to coaching. Similar to other new Coaches, she was nervous and wondered “what should I do with rugby and coaching? How can I make players understand what I’m trying to teach them?” After recruitment, Lan went to Laos for 15-days of training, and it was there that she first touched a rugby ball and learned what to do with it. Lan and the other Coaches also learned about life skills such as leadership, gender roles, planning for the future, overcoming peer pressure, and how to use rugby to deliver life skills to children in her community. When Lan returned to Kim Boi, she started recruiting players and organising her training sessions. As a young female Coach, however, she faced many difficulties in keeping
her team activities going (sometimes she was not able to manage her players during training, for example). Many parents even questioned her and other Coaches’ abilities to deliver training. Some even asked Lan, “Who do you think you are, what kind of certificate do you have to teach our children?” Lan said that it was very hurtful for her and the other Coaches to hear that. Lan added, “In many people’s eyes I was just a high school graduate and the other Coaches were just married famers; people really looked down on us.”

To support the Coaches, the ChildFund Pass It Back Program regularly organises training to up-skill them. As a result, Lan has learned more and sharpened her coaching and leadership skills, as well as her rugby skills and life skills knowledge. The program also brought Lan to Thailand for the Bangkok 7s competition (in November 2017, organised by the Bangkok International Rugby Sevens) and a World Rugby Level 1 course was hosted by Lao Rugby Federation in Vientiane, in October 2016 where she learned about coaching contact rugby. But it was in Bangkok at the Asia Rugby “Growing the Game” Conference in 2016 that Lan had what she calls “my opportunity of a lifetime” where she delivered a speech about ChildFund Pass It Back to “a room filled with people from various rugby federations across Asia.” Lan said that she would have never expected that such a thing would be possible in her life. By doing this, Lan said, “I felt proud of myself, that I had the strength to follow my passion for being a Coach.”

Lan has been working very hard on managing her group activities and developing tag rugby in her community. At the very beginning of her coaching career, she had just three teams with 30 players, but now Lan is a strong Coach Group Leader with many Coaches and teams under her guidance. Her group has four female Coaches and three male Coaches, and the group has 13 teams with over 161 players (in which there are eight female teams with 118 players). Lan has also been behind the scenes of a considerable increase in the number of players, as well as the remarkable effort that she and her Coaches put into each and every training. They have also been successful in slowly changing the perceptions of those in their community regarding women and sport. In the beginning it was difficult. For example, Lan described how:
“The pronunciation of ‘rugby’ in Vietnamese sounds similar to the pronunciation of ‘having sex’; ‘rugby’ is said ‘Bóng bầu dục’ and ‘having sex’ is said ‘quan hệ tình dục’. So, people often made fun of us Coaches and our activities. Sometimes, they saw us, and instead of saying, ‘Hi Lan’, they made fun and said, ‘Hi having sex coach’. It was so disgusting. Even some people working in the school and the local authorities looked down on us. They refused us to help us whenever we came to ask for help; they said they were busy, and asked us to come back later, but then we came back they said they were busy again. They acted like they were just kidding and playing with us, and not taking us serious at all. Many people did not support our group’s activities, and many teachers and parents stopped their students and kids from joining the program.”

Whenever this occurred, Lan would find the courage to work harder and let the outcomes convince those who spoke negatively about the program. With the support (resources and technical) from the ChildFund Pass It Back Program, she and the other Coaches in her group not only supported children (girls and boys) to participate in sport and life skills activities but have also begun changing stereotypes in their communities regarding women and girls in sport.

Lan told us of a player named Que who was playing in the “Female Fighting Wolves” Team and who had stopped playing rugby on her father’s request. Que’s father did not allow her to continue to participate because he thought it was all just a waste of time and did not offer any benefits to his child. Lan recognised Que’s strong abilities in playing rugby and quickly absorbing new life skills (such as in the Planning for the Future season). After hearing how Que had left the program, Lan and Hien (a Coach in her group) went to Que’s father to convince him that his daughter Que was a gifted player. They showed Que’s father evidence of how Que had set up goals for her studies and had a plan to achieve them — something that came as a result of participating in the program. According to Lan, Que’s father had not taught this to his daughter, and so he now saw the value in his daughter participating and let her resume. Que then came back and continued with the program. In fact, Que is now a Coach and is coaching her own teams. Que is not the only one to receive this kind of support. Many times, Lan and her peers fought hard to ensure their players had the right to play sport, for both boys and girls.

One of the reasons that Lan is a Coach Group Leader is that she can identify potential conflicts or issues and proactively deal with them. She said these skills are new skills that she learned as a Coach in the ChildFund Pass It Back Program. It is a skill that she has used to help many players, but it is also a skill that recently became critical to her own future. Recently, Lan’s life changed significantly; she got married and has given birth to a daughter. She has followed the traditional role of a married woman and the couple is living with the husband’s family, where she has had to change some of her routines to adapt. Traditionally, if her husband and husband’s family ever asked her to stop coaching, she would have to give up being a Coach. However, Lan predicted that this situation could occur, and so, before the wedding, Lan asked her husband: “Will you let me continue as a Coach after our marriage?” Then she said, “If I cannot, then we should not marry.” Lan meant this, as she separated with her previous boyfriend as he tried to stop her from being a Coach. Before the wedding, Lan also asked to talk to her future husband’s parents regarding her future with the program. She shared her passion for being a Coach and for playing rugby with them. “I asked them to understand and provide support for me, so I could follow the love of my life and be beside their son.” Lan also said to the parents “if you cannot support me, I will not marry your son.” Her husband’s parents are open-minded and were also convinced by her determination, so they agreed that Lan should keep participating in ChildFund Pass It Back. They even discussed some future plans together such as when she has a baby, they all should all share the housework, set up weekly plans for all the activities happening in the house so people can support each other. In contrast to other married women in the village, Lan is able to enjoy being a Coach and follow her passions.

Lan’s story is remarkable in a place like Kim Boi. Due to tradition, women do not dare to talk to their husband’s family to discuss matters like this so straightforwardly and negotiate for their rights like Lan did. Lan strongly believes that, “The situation can be solved if only people will openly discuss it.” She also said that:

“I had that much courage because I love my job as a Coach. I would rather end the relationship than stop being a Coach. I am fascinated by the program, where my players and I can play rugby in safe places, free to express our opinions. Being a Coach has helped me to have more friends, even some from Laos, where I never imagined I would have friends. It helps me to understand and act to fight for the beautiful things, like how everyone should be treated equally. I am so lucky as I can enter my husband’s family where people give women like me a chance to pursue my dream of being a Coach. Not many girls and women in our communities are as lucky as I am. I feel lucky as I have been equipped with knowledge that empowers me. In the program I became a member of a strong network where we, the Coaches, all fight so hard to give girls and boys the opportunity to play and to learn. I now know how to ensure my rights, so I always keep in mind that I have to do more to help other women and girls in communities have the opportunities to do the same.”
Coaches like Lan dare to push the barriers that their society sets for them, and, in Lan’s case, work to provide opportunities for young girls to participate in organised sport. The more Lan has learned about leadership, gender and peer pressure, the more she has dared to challenge the stereotypes that others place on her and other women. When she hears men say, “What can you do! You can’t play sport, you’re not a leader. Better learn to cook and serve your husband,” instead of listening to them, and becoming a ‘good woman’, Lan has claimed her rights and stood up against those who would deny them. With strong support from ChildFund Pass It Back and her family, she has used her knowledge, skills, and solid network of friends and peers to fight for her own rights and for those of other girls and women to access organised sport. Lan and the other ChildFund Pass It Back Coaches have made great gains — and in many ways have become role models for others — by showing that women and girls can lead, that women and girls can play sport, and that women and girls have the right to do so, and they are proactively supporting many girls in their communities to do so.

Reflection

“All you have to do is believe in yourself and plan for it.”

believe in yourself and plan for it. I set my goals and made a detailed plan for the coming baby, so that I could keep everything in order and balance my responsibilities between taking care of my family and my passion for being a Coach. So, if a pregnant woman like myself can continue to pursue her passion in sport, everyone can. To all the women and girls out there, please keep being involved in whatever passion makes you happy and make your community a better place.

Post-script

Before this case study was finalised, it was read back to Lan in order to confirm that what is presented here is an accurate representation of Lan’s experiences and opinions. After agreeing with the existing draft, Lan requested that an additional piece of information be added, in order to convey her reasons for continuing her work as a Coach right up until she gave birth to her daughter.

While I was pregnant, I kept trying to continue my role in the program, right up until the day I gave birth. I did this because I would like to give other women and girls the message that just because I am a married woman and I am pregnant doesn’t meant that I can’t be a part of a sport for development program like ChildFund Pass It Back. And, so can you all. All you have to do is...
even if we are girls
we are still able to
overcome challenges
in our lives because
we are
determined

“even if we are girls we are still able to overcome challenges in our lives because we are determined”
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.
Hien is a female Coach in Kim Boi. She has been married for nearly 3 years and has a stable life. Hien and I [the author] have been close friends since childhood so we know each other well. When you first meet Hien, you can instantly feel that she is easy to talk to. She always creates a joyful atmosphere, and always smiles despite any troubles.

In early 2017, ChildFund Pass It Back posted an advertisement calling for new Coaches. Hien applied and she was selected based on her interview. After 4 months of experience participating in ChildFund Pass It Back activities as a Coach, I spoke with Hien about her experiences since joining the project.

Hien shared, “The opportunity to join in the project is probably what all women want.” The first benefit she found when she became a Coach was the opportunity to attend social activities like Coach training and communicating and meeting with new friends. These were experiences that she did not have much chance to do as a married woman before joining the program. Her daily work included washing, farming, taking care of the family, and hundreds of nameless jobs that are considered “women’s work.” But since joining the program, she has had the opportunity to go out, share, learn and importantly to make friends and meet other Coaches. She has also become much more confident. Before, Hien did not even know where the Cuoi Ha and Kim Truy communes were, but now she can confidently explain where they are and how to get there.

I asked Hien, “Apart from the practical benefits such as going out, meeting new people, and learning new skills, have you found yourself changed in any way?”

Hien answered, “Not only myself, but I can see that my husband and family have new views about me. Before becoming a Coach, I only did housework all day without earning any money. I had to ask for money from my husband or his parents to buy shampoo or a new pair of sandals. I felt them get annoyed with me, although they did not say it aloud. I felt like a parasite and a burden to others. I could not do anything to change it, because I could not go away for work, and at home, there was nothing to do to make money. But when I became a Coach, I began to earn a small monthly allowance. I can spend this money for my personal needs and buy small items for the family without having to ask for money from my husband or my parents-in-law. Being economically independent, I find myself more confident when facing my husband and his parents.”

Without having to talk about money issues with her husband’s family, Hien has shown a different attitude. It is the true that money cannot buy happiness, but money is an essential factor for independence, and this is critical for happiness. Since she joined the project, Hien has also felt more respected and in a better position in the family. Her mother-in-law now often asks for her opinions when making a decision. For example, recently Hien’s mother-in-law intended to borrow money from a ChildFund project [not ChildFund Pass It Back] to rebuild a stable for the buffalos. She asked Hien if she should do it and how to pay monthly interest. They discussed and consulted her father-in-law in order to be able to make a mutual decision together.

This change has made Hien very happy because she thinks that she has become an important member of the family; not a parasite but respected as an equal. With support from the program, Hien has changed remarkably, no longer a picture of a woman who only has housework or farm work, but a woman who knows how to handle the housework and contribute to the community as a Coach. She finds joy in working with her players through each session and she is more confident in expressing her opinions in family affairs. Hien is a very good Coach, she knows how to listen, and she is willing to learn. Hien also knows how to balance responsibilities at home and as a Coach. I believe that in the future there will be more and more changes like Hien’s in our community as women like Hien take steps to becoming stronger, braver women.
Hien’s story shows an example of a woman breaking down the barriers that women face in her community. Hien’s actions effected a change in mind of her husband’s family. And, as she can change her family-in-law’s attitudes towards the role of woman in the household, she is also contributing to change in her community and in society by changing other people’s minds regarding how they view the role of women in the community through her work as a Coach. Hien herself has also changed; she is more confident, she has the courage to raise her voice and step out of the house to pursue new opportunities and develop herself further.

The following story, written by Coach An, was selected by the Male Coach Group in Vietnam as the significant change story developed over the duration of the Planning for the Future season that best represents the impact of ChildFund Pass It Back on their players and their wider communities.
Bao is an intelligent, innocent, and energetic player in the “Tornados” Team. He joined ChildFund Pass It Back in order to make new friends and to get to know rugby better.

As Bao’s Coach, sometimes I [the author] felt bad for him because his parents forced him to finish the housework before he could go to training. But Bao is never discouraged, he still manages to attend all the training. I am also a new Coach with ChildFund Pass It Back so, in the beginning, I was unsure as to how to make his parents understand and sympathise with Bao’s own interests. Bao told me just how much he likes tag rugby, but that it is also important to him that he help his family.

I asked him, “What do you think of this sport?” He said, “I like it so much… at training I can play, talk to other players, and improve my rugby skills and life skills”.

I promised myself to help him convince his parents, and I did so. Bao was very happy and expressed his gratitude to me. He often brings his buffalos to the fields near the pitch early, so he is able to help me to set up the for the session, and he also helps me clean up after every training. Whenever we have players who come late or do not show up, Bao volunteers to go to find them and bring them to training. Bao really has adopted the five rugby values in training and in his life, particularly discipline, as he is yet to skip training.

One time, after training, as we were walking home, he met a group of friends who called to him to go and play with them. It seemed they were playing something on their mobile phones, but Bao did not go to join them. Then, there was a boy calling to him to go and play football, but he turned down the invitation.

I asked him why didn’t you go with that boy. He said, “Because you talked to my parents, and then they let me join the team, so I will go home and help my mom with the cooking as I promised.”

This season, Bao has been learning from the Planning for the Future season. He has applied the skills very well, as he finally managed to save enough money to buy a bicycle. He can now ride the three kilometres to school instead of walking. I feel incredibly happy to see my player applying what he has learned in our training in real life.

Bao’s father has also spoken to me of the changes he has seen in his son. He said he proactively carries out his household duties, such as cleaning the house, taking care of the buffalos, and helping his mother. His father appreciates the work of the program. He said, “Bao is becoming more responsible and independent; like buying his own bicycle.” Bao’s father is proud of him and I’m proud of him too.

Coach Statements

Bao is a role model for other players. Through participation in the program, he learned of the importance of planning and managing his activities and responsibilities, so he can join all training, help his family by seeing to his responsibilities, and achieve his savings goal. Through hard work, dedication, and planning, a young player like Bao can save enough money to buy a bike to help him get to school each day. Bao was also able to help Coaches to set up the pitch and motivate other players in his team.
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.
Summary

The following data is a summary of

201 Coach journal entries from 38 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

Approximately 90% of all CJEs involved the subject displaying one of the five core leadership competencies the program is designed to deliver. These include observations during ChildFund Pass It Back-based events and activities, as well as in other instances in their school or community. Resilience and Confidence were higher than in previous seasons, as Coaches discussed challenges around engaging parents and local authorities as well as their first experiences of refereeing a final in a competition and/or their player’s first time travelling abroad with the program.
Rugby, Safeguarding, and First Aid

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

| Resilience |
Resilience is a key competency, both in terms of leadership and in its own right. Close to 1 in 2 CJEs involved individual resilience in 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 over two-thirds of all individual resilience entries and featured strongest.

| Gender and Rights |
Compare to the CJEs written during the implementation of the Gender Season earlier in the season, CJEs that involved themes around gender or rights were considerably less, down from 35% to 12%. Nevertheless, supporting others and effective communication increased three-fold, as Coaches reflected more on aspects related to gender and rights but which dealt more directly with goals and planning, for example, supporting players to set goals or discussing the benefits of a child's involvement in the program with the child's parents.

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

Walk up to any ChildFund Pass It Back player and ask them “What are the five rugby values?”, and you will certainly get the right answer. These values serve as a tool for Coaches to use as they teach their players and guide them through the more challenging content, as well as coaching their teams at the many tournaments they compete in. Solidarity and passion were the key values for the majority of CJEs during the Planning for the Future season, with over half being related to or demonstrating these values 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 exemplified in a CJE, but solidarity was the stronger or more relevant value.
In June I will gain a great honour in my life: I will lead and coach children in a ChildFund Pass It Back Cup school tournament in Japan. All my life I never thought that one day I would be a rugby Coach in a developed country like Japan. For me, it is an opportunity that I could never have dreamed of before joining ChildFund Pass It Back. Back then, I was a simple married woman from a rural area. My daily work was to take care of my home, do the farming, and cut and sell logs of wood for a little income. I never had a chance to leave my village. It was not forbidden, but there were invisible barriers that made such a chance seem impossible.

Three years ago, when the program first came to my hometown, my expectation was simply that the program would help children in my village have an opportunity to play sport, as they did not have opportunities to participate in organised activities like children in larger towns. In particular, the girls in my village did not have an opportunity to play sport, as they are expected to work to support their families with the housework and farming. Since becoming a Coach, I have been trying to improve my capacity and transfer the knowledge and life skills that I have learned to the girls in my home village. These girls used to be very shy before joining the program, hiding away whenever they saw a stranger. The skills that the program has trained them in, in particular the life skills, have supported these girls to overcome many difficulties and challenges in their lives, and be better prepared for their futures.

One of my players has been coping with the trauma of her parents’ divorce and has had thoughts of suicide. At one stage, she dropped out of school and avoided contact with everyone. One day, she told me about her feelings of sadness and hopelessness and how being a part of ChildFund Pass It Back activities helped stave off suicidal thoughts. She told me, “It was the time that I learned new skills from the training on ‘My Community’ [a session focused on protective factors and seeking help in our communities], and I knew then that I could share my difficulties with others and ask for help.” Advice and support have helped many children to keep a positive attitude and to look for positive solutions when they face difficult challenges in life. This is a great motivation for me to keep moving on with my job as a ChildFund Pass It Back Coach.

I feel so lucky to be a part of the program. It is great that, in my village, a rural woman like me can be part of the learning process, can prove my abilities and have them acknowledged by the community and society. I hope more girls and women will get the opportunity to develop their abilities and be acknowledged for their efforts. I am happy knowing that they will have the chance to go out of their village like me, and go overseas to share their knowledge and experiences with other children in other places. I know this honour would have never come true if ChildFund Pass It Back had not come to my village; it has helped to dismantle the barriers surrounding rural girls and women like me.
In March, two of my tough female players returned to training after a period during which they were absent from the project because they had started high school and had to find a place to board. So, they were unable to participate in the training. The two girls came back not long after because they found that they could learn useful skills, share their thoughts with friends, and get support from their friends at training.

Coach Lan and I consulted with program staff and we allowed them to come back. We conducted additional sessions for them, from Session 6 onward, so that they could catch up with the others as well as learn all of the lessons in the season. When they asked for our permission to return, I said, “You’ve gone through six lessons in the season so far, if you want to come back, you must take additional sessions to learn every lesson of the season. Do you agree?” The two players — with determination on their faces — answered at the same time, “We are ready to do the additional sessions, even though we’ll have to go home late, as long as we are allowed to train again.” And they did just as they said they would.

It is important to give someone a chance, especially girls, who stand less chance of having the opportunity to play sport or study than boys. We need to give them more chances because they also have real passion to learn and achieve in their lives. I still remember the moment when these two players came back. I was delighted, and the other players in the team shouted with joy. There had been players who left the program due to their study commitments, but this time, these two players managed to overcome the challenges in order to be able to follow their passion and participate in the program and play sport. Their example made me understand how the integration of life skills and rugby can be so effective in developing young girls. Hopefully, there will be more players with the same passion and determination to achieve their goals, and I also hope the life skills sessions will help them to improve their planning and problem-solving skills, just like it did with my two players.
February has ended and March has now begun. I have only been a Coach a short while. I feel that coaching my players can be a hard task, but I never give up and I try to help them understand as much as possible. During one our sessions, I noticed a player who, despite loving to play rugby, had a lot of responsibility and work to do at home. Because of this, he would often have to stay at home to support his family and could not arrange time for himself to participate in all the training. To encourage him, I decided to visit his home and ask his family to create a way for him to be able to participate in the training and still help his family. Initially, his family disagreed as they thought that playing rugby involved big collisions and that it would likely cause their son injuries. As his Coach, I was not discouraged and explained to them about the program as best I could so that they would understand clearly about the benefits of playing rugby and learning life skills. They were persuaded and agreed to let him participate in the training sessions. I feel proud that I was able to encourage his family's support, and now he can take part in all of the training and try hard to win prizes at the tournaments.

Coach Hanh, born in Cuoi Ha, is now 21 years old. We live in the same village together, I have known her for a very long time, and know her background very well. Hanh is strong but generally lacks confidence and is reclusive around people. However, since she joined the program, I have noticed how she works very hard and how she actively shows appreciation for all the support she gets from the trainers from ChildFund Pass It Back. After completing Coach training, Hanh became a Bronze Coach. Since then, she has delivered training to players in her community. She is now much more confident when talking with other people and when training her players. Becoming a ChildFund Pass It Back Coach and being a part of the program has helped Hanh improve herself every day. Her confidence and communication skills have greatly improved. The ChildFund Pass It Back Program not only helped Hanh but also helped other Coaches better themselves and take a positive pathway in terms of self-development.
Season Impact Report

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