Planning for the Future
February 2018 - June 2018
Vientiane and Xieng Khouang
Lao PDR
ChildFund Pass It Back is an innovative Sport for Development program led by ChildFund in partnership with World Rugby 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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twitter.com/ChildFundPIB
childfundpassitback.org
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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:

![Box-and-Whiskers Graph Diagram]

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>
The Planning for the Future season was impacted by unforeseen implementation delays in one district in Xieng Khouang Province for three months. This resulted in modified activities, and a consequent reduction in participation.
**SEASON AT A GLANCE**

**COMPETITIONS**

- Sessions: 786
- 2 Competitions
- 1 Competition

**SESSIONS**

- Female sessions: 359
- Male sessions: 427

**ATTENDANCE**

- Total Players: 1,277
  - 552 (Female)
  - 725 (Male)

- Female Players: 683 (53%)
  - At least one session:
    - 284
  - 75% sessions:
    - 169

- Male Players: 594 (47%)
  - At least one session:
    - 399
  - 75% sessions:
    - 263

- A competition:
  - Female: 533 (37%)
  - Male: 255

458 players surveyed (56% of total players who attended 75%+ sessions)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vientiane</td>
<td>222</td>
<td>236</td>
</tr>
<tr>
<td>Xieng Khouang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
458 or 36% of players (of whom 219 or 48% 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

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>248/458 (51%)</td>
<td>119/219 (54%)</td>
</tr>
<tr>
<td>Endline</td>
<td>207/458 (42%)</td>
<td>100/219 (45%)</td>
</tr>
</tbody>
</table>

PLAYERs

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

When allowance is made for players who maintained their score from baseline to endline the scores increase to 66% (303/458) for weighted score and 56% (258/458) for Pass-Fail score.

Weighted Score

The average baseline score was 18.5% (with 95% confidence the score is between 16.5% and 20.5%) and the average endline score was 23.5% (with 95% confidence the score is between 21.5% and 25.5%), representing a 27% increase (or an increase of 5 percentage points).

The following graphs break down the data by gender and location.
The weighted score for an individual player is calculated using the scale values for 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 their score. The maximum possible score is 60 and the minimum is -60.

**Pass-Fail Score**

The average baseline score was 58% (with 95% confidence the score is between 56% and 60%) and the average endline score was 67% (with 95% confidence the score is between 65% and 69%), representing a 14% increase (or an increase by 9 percentage points).

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

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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 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 somewhat agree (2) to somewhat disagree (-2), a significant change among the group regarding their attitudes towards leadership and the characteristics of a good leader. While the male player group also saw a shift towards the ‘disagree’ range of responses, the group also moved towards ‘mostly agree’ and ‘entirely agree,’ perhaps indicating some confusion regarding the messaging around leadership in the life skills sessions, or the continued strength of existing views around failure as a negative characteristic of good leadership among male players.

Evidence: The female player group saw a positive shift in attitude towards failure as an acceptable experience of being a good leader, with over 50% disagreeing with the statement that: “A good leader never fails.”
**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. However, there was a shift away from the entirely disagree end of the scale; from disagree (-3) to somewhat disagree (-2). This result is at odds with previous assessments, especially given the strong indications among the female group around questions focused on gender stereotypes (see: Gender Season Impact Report). Negative statements, such as the one used in this question, can be problematic for players to understand, however the truncated season may also have had an impact.

**Evidence:** Over 60% of female and male players agree that females have as much capacity as males to learn new skills.
The way I spend my money does not impact others in my household

**Analysis:** The female player group recorded an increase in median from somewhat disagree (-2) at baseline to a median of disagree (-3) at the endline, while the male player group recorded a decrease in median from disagree (-3) at baseline to somewhat disagree (-2) at the endline. The graphs below show a shift towards a more positive disagreement with this statement among female players, which is backed up by their response in the Gender Season Impact Report where their median for the statement “Males and females should make joint decisions about how money is spent in their family” shifted from agree (3) to strongly agree (4). The male player groups also showed a similar shift towards a positive result as the female player group but did not improve between baseline and endline. Hence, this result calls into question the understanding of some of the male player group around the impact of saving and spending money on a household (at least to a greater extent than the female player group).

**Evidence:** Over 50% of female players ‘confidently disagree’ that the way in which they spend money does not impact other people in their household.
**SEASON LEARNING**

**Prior Knowledge**

At the beginning of the season, 25% 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>62</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>♂</td>
<td>54</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>♀</td>
<td>41</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>♂</td>
<td>75</td>
<td>4</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).

13 case studies were submitted and analysed across the season.
Chasing Dreams

Written by a Project Officer from ChildFund’s implementing partner in Laos, the Lao Rugby Federation.

We cannot choose the circumstances in which we are born, but we can choose our futures. This is the story of a young person who hopes to have a fruitful future. She will tell us about her life.

Sabai dee, my name is Tarn. I was born in Savannakhet Province. I have played rugby for 1 year and 6 months. I started playing rugby in the ChildFund Pass It Back program and since then I have trained and developed myself to also play contact rugby with the Lao Rugby Federation. Now, as well as being a Bronze Coach, I play for the Vientiane Lions Rugby Club.

Before being introduced to rugby, I was a young girl living in a remote area, very far away from school. When I was 15, I moved to study at Secondary School in Vientiane. 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 in the 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. I was excited to participate in the training for new Coaches training to become Bronze Coaches. 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 coaching training to coach my teams. I worked so that the players would see me as a role model; in particular around the 5 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. In 2017, I played in the Hong Kong match and after that I was selected to be in the under-17 Lao national team to play in the Southeast Asia Games in Malaysia. I am so happy and proud of my achievements and of those who continually support me. In addition, as a Coach in the ChildFund Pass It Back program, I think English is really important too. [I like learning English, but] it can be very difficult, even when asking for directions. Sometimes, I know some words but cannot understand when people respond too fast. I am very happy that we have the ChildFund Pass It Back program because it helps to develop my skills and ideas. In addition, it provides me with new experiences, leadership skills, and an understanding of the 5 rugby values, of gender and gender roles, and of how to plan for my future.

“Chasing Dreams”

It provides me with new experiences, leadership skills, and an understanding of the 5 rugby values, of gender and gender roles, and of how to plan for my future.
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 people because I used to be in that situation. I want to travel and collect more experiences from more places, finish my 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.

The ChildFund Pass It Back program is a program that gives opportunities to young people to make and follow their dreams, demonstrate their potential, and gain positive experience. Without the program, we would not see the development of athletes and Coaches in Laos because the program provides support and learning opportunities for youths through coaching and playing tag rugby. Like Tarn, these youths may go on to represent their country, or be involved in rugby in other ways. And like Tarn, they will have all learnt valuable skills and will hopefully, like Tarn, apply them to making their lives better and supporting those around them.
these youths may go on to represent their country, or be involved in rugby in other ways
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.
The following story was selected by the Female Coach Group in Laos 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.

Noy is 15 years old. She is a tag rugby player on the “Fireworks Rugby” Team as part of ChildFund Pass It Back. Her Coach is Ms. Tueantong, she has played tag rugby for 3 years and she is an outstanding player in her team. Noy is also the team captain. When there is practice or when there are activities, she is in charge of informing the rest of the team. Her team has won first place many times.

In March this year, Noy was selected to play for one of the Vientiane under-14s team that played in a competition with other teams from Vientiane, Xieng Khouang, and Hong Kong. The team practiced every Saturday leading up to the tournament and was coached by one of the ChildFund Pass It Back Coaches, Vaen. This tournament was the first time Noy had ever practiced for and played contact rugby. Before her first game, she said: “I am very happy and proud to be selected to play for my team. This is my first time playing contact rugby, and I will do my best.”

In the weeks leading up to her first game (while Noy was attending training), one of Noy’s friends at school said to her: “Why do you play rugby? It only hurts your body. You will get nothing [of value] from playing rugby, just injuries. You are a very little girl and you do not have strength to play rugby.” But Noy replied to her friend: “It’s nothing like you think, because we practice how to play rugby with good technique and how to keep ourselves safe, so we are safe on and off the field. And, even though we are girls, we are strong too, so we have nothing to be afraid of. Participating in rugby activities is not only about playing rugby, but also teaches us how to respect others, to have integrity, and how to save money by ourselves.” After hearing this, her friend was surprised as she did not know that being involved in ChildFund Pass It Back included learning like this; she thought it was only about playing rugby. After this, Noy’s friend changed her mind about ChildFund Pass It Back and about rugby.

After an enjoyable tournament, Noy spoke about her plans with rugby: “It is my dream to be a national team player like Coach Vaen. She is really a good player, she has good skills and can play many positions. Vaen knows how to manage her team during the game, too. Also, when Vaen coaches, she tries to make the drills and lessons easy to understand. I want to represent Laos and play in an international rugby tournament like Vaen.”

Noy’s story shows us that not everyone understands or agrees that there is more to sport than playing. Sport also teaches us many lessons that we can use in our daily lives and in our communities. In this story, Noy was able to change her friend’s opinions about playing rugby in a good way. Her friend found out that there was more to rugby than injuries and competitions, and she learnt about Noy’s experiences and the benefits she has received from being a part of rugby and the program. In the end, her friend became interested in playing rugby and decided to join ChildFund Pass It Back with Noy.

Female Coach Statement

We believe that Noy’s story is important because it shows how Noy was able to change her friend’s opinion about ChildFund Pass It Back, and sport in general. Noy used lessons learnt from the curriculum that she had used in her everyday life as evidence for the benefits of sport and the impact it can have on an individual’s life.

The female Coaches were split over which significant change story was ‘most significant’; the statement for the other significant change story is provided below, and the story is the same story selected by the Male Coach Group and is presented below.

We believe that Kham’s story is important because it shows a strong, determined, resilient player who developed his body, his mind, his spirit, his knowledge and his ideas. He is an excellent example for many people to follow. Although we ended up with two stories, when we read this story, we can really see the change that ChildFund Pass It Back can bring to an individual.

The following story was selected by the Male Coach Group in Laos 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.
The Story

Kham is now 14 years old and he is currently studying in secondary school in Vientiane. Kham is currently playing for the “Pitbulls” under-16 team, and he has been in the ChildFund Pass It Back program for three years. Kham lives with his grandparents because his parents are divorced. He has been living with his grandparents since he was very young. Kham’s parents have been in and out of drug rehabilitation centres and correctional facilities since he was born. This is why he loves living with his grandparents, who support him with his education, along with his uncle. Kham is a wonderful kid with a great personality and he supports his household by doing daily chores - never missing a day’s work.

Kham came to join ChildFund Pass It Back when two Coaches came to recruit players and start teams in his school. Kham was interested in joining, because he had never played sport before, so he signed up. He always comes to training and tries his best at all times. Kham spoke about his situation, “I don’t really have parents to take care of me, and I was born with weak legs, but I still fight for my future. My parents may be addicted to drugs, and some people might think that they are bad people, but I still feel lucky to have been born. So, I just focus on doing what is good for me, what makes me better, and I know I have my grandparents and uncle to support me with my studies and my rugby.”

Kham’s story is an example of inner strength that many of us can learn from. He has taken all the opportunities provided through the program to develop himself, and he continues to value the support he receives from his family, despite the problems in his past, and never take a day for granted. Kham has grown stronger and continues to look for ways to develop himself. He is a great example for other young people who face challenges in their life and how to overcome them the right way.

Male Coach Statement

We believe that Kham’s story shows a player who has been challenged with a physical disability and troubles at home, but who overcame them through his own determination, support from his family, and a view of never giving up or taking anything for granted.
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.
Summary

The following data is a summary of

94 Coach journal entries from 49 Coaches (28 female) in Xieng Khouang Province and Vientiane Capital, Laos

The data was analysed monthly by staff from the Lao Rugby Federation and the ChildFund Pass It Back Regional Office. As mentioned previously, the suspension of activities in Nonghet District resulted in a large decrease in the number of CJEs for the Planning for the Future season.

Leadership

Almost 80% of all CJEs involved the subject displaying one of the five core leadership competencies the program is designed to deliver. These include observations during ChildFund Pass It Back-based events and activities, as well as in other instances in their school or community. The impact of the program on Coaches and players’ confidence was a clear feature in many CJEs, and more than doubled compared to the gender season results. Voice also featured in close to one in three CJEs, and the growing frequency in which confidence and voice are highlighted increases in Coaches and players self-development and willingness to support others or create change in their communities. The contexts in these competencies are displayed or experienced are evident as much off the rugby field as on it.
Resilience

Resilience is a key competency, both in terms of leadership and in terms of self-development. One in three CJEs involved individual resilience of some form. “Sense of purpose” and “self-efficacy” featured strongly as Coaches wrote about key examples seen among their peers and their players wherein the individual(s) demonstrated their belief in their own capacities or articulated and pursued their goals or dreams.

<table>
<thead>
<tr>
<th>Bridging</th>
<th>Bonding</th>
<th>Social Value</th>
<th>Sense of Purpose</th>
<th>Self-Efficacy</th>
<th>Self-Worth</th>
<th>Social Competence</th>
<th>% of Total CJEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
<td>100%</td>
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</tbody>
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Gender and Rights

Gender and rights are important themes in the Planning for the Future season, but the focus of the season is on topics such as planning, setting goals, overcoming challenges, and resisting peer-pressure. Nevertheless, some CJEs linked this with themes around gender and rights.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Rights</th>
<th>Peer Pressure</th>
<th>Supporting Others</th>
<th>Self-Confidence</th>
<th>Effective Communication</th>
<th>% of Total CJEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>10%</td>
<td>100%</td>
</tr>
</tbody>
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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.

<table>
<thead>
<tr>
<th>Contact Rugby</th>
<th>Safeguarding</th>
<th>First Aid</th>
<th>% of Total CJEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Rugby Values

Walk up to any ChildFund Pass It Back player and ask them “What are the five rugby values?”, and you will certainly get the right answer. These values serve as a tool for Coaches to use as they teach their players and guide them through the more challenging content matter, as well as when they coach their teams at the many tournaments in which they compete — when a team loses the final, solidarity and respect, for example, are helpful values for Coaches to rely on and remind their players about as emotions run high. Passion, solidarity, and respect featured strongly as players and Coaches in Vientiane were exposed to more and more rugby pathways outside core program activities during the Planning for the Future season, with some playing in contact rugby competitions while others played in tag tournaments organised by the Lao Rugby Federation.

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 integrity were both exemplified in a CJE, but solidarity was the stronger or more relevant value.

![Graph showing the distribution of rugby values in CJE](image)
In April, there was an under-14s tournament organised at the Chao Anouvong Stadium in Vientiane. There were teams from Vientiane Capital and Xieng Kouang 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.

Over the weekend, 3-4 February, I had an opportunity to compete in the DHL Vientiane International Rugby Championship. As well as being a player, I was also tournament manager and was responsible for running the tournament. This job was very difficult for me not only because it was my first time organising and taking responsibility for such a big event, but also because I was also playing in the competition. Nevertheless, I was able to do it successfully because I used the abilities I had developed over the years of being involved [in ChildFund Pass It Back and the LRF] and got support and advice from people around me who had more experience in organising events like the VIRC. I was also able to overcome the problem I had in having to manage two roles at once by dividing my time well between managing and playing. The tournament was successful, and my team won the final! I felt very proud at the time; although I was tired, I gained a lot of good knowledge and experience.
Male Coach CJE 1

In April, I stopped coaching [my ChildFund Pass It Back teams] for a couple of weeks due to Lao New Year. The schools were all closed and the students were on vacation. Nevertheless, during late March and early April, I was responsible for coaching two teams: an under-14s team and the Lao Nagas Women’s National Team. I trained the under-14s team in preparation for the Champa Ban Rugby Championship in Vientiane Capital at the end of April, where the team played against teams from elsewhere in Laos as well as visiting teams from Hong Kong. It was a great experience. Coaching the Lao Nagas was the first time I have ever coached a national team. It was a very new experience for me, one which grew out of my development as a ChildFund Pass It Back Coach via the LRF. I learnt a lot through this experience. The Lao Nagas played in Hong Kong, and it was a big event. I was so excited and tried my best to coach and motivate my team. The team did not disappoint me, as they were able to win and bring back the first-place trophy to Laos. This success made me so proud of the team and our efforts, and hope that I will have an opportunity to do this again in the future. Thank you!

Male Coach CJE 2

In March, I coached a team at the field at Nonkhor School. The training session finished at 6 pm, after which we had a team meeting, then everyone returned home. Some players were picked up by their parents and some had their own vehicles. As I was about to go home, I saw one player still sitting there so I walked over and asked him: “Who are you waiting for?” He responded that he was waiting for his father. I continued to ask him: “What time does your father usually pick you up after practice?” He said that he was waiting for his father. I offered to give him a lift and drop him at his house. I said to him: “In future, tell me when your father will pick you up and I will take you home.”
Season Impact Report

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