



Pass It Back Türkiye - I Have A Goal Impact Report

Season 1: July—September 2023

Season 2: October—December 2023

PARTNERSHIP

Türkiye Ragbi Federasyonu (TRF), is the governing body for rugby union in Turkey. TRF also governs American football, baseball and softball activities in Turkey. It is an associate member of World Rugby and a member of Rugby Europe.


ChildFund Rugby partners with rugby organisations to use the sport as a powerful tool for positive social impact, enabling children and young people to play, learn, and lead. As World Rugby's Social Impact Partner, ChildFund Rugby has developed **Pass It Back**, an integrated rugby and life skills curriculum designed to empower children and young people in vulnerable communities. By building critical social and emotional skills, participants are better equipped to overcome adversity, serve as positive role models, and drive meaningful change within their communities.

PASS IT BACK IN ADIYAMAN

This partnership successfully led Pass It Back in Adiyaman, Türkiye, from July to December 2023, implementing the *I Have a Goal* module. Following the devastating earthquakes in February 2023, Pass It Back was deployed in the disaster-affected region of Adiyaman, providing essential structure and emotional recovery for young people through rugby.

During this period, **25** (16 female) Coaches (32 Coach accreditations) delivered **471** integrated sport and life skills sessions, along with two competitions, to **48** teams comprising of **857** player registrations (56% female). To maximise resources and provide opportunity for learning and engagement for as many young people as possible in the recovery context, there was a specific goal to recruit a new intake of players each season.

MODULE OBJECTIVE

	<p>Pass It Back Coaches (16 - 25) lead social and emotional learning supporting goal setting for players aged (11 - 16).</p> <p>The module helps players impacted by disasters to develop healthy habits, build strong peer networks, and access psychosocial support.</p>
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MODULE OUTCOMES AND INDICATORS

The following outcomes and indicators were planned:

#	Outcome	Performance Indicator
1	Coaches can deliver high-quality sport for development learning in a safe and inclusive environment by means of enhanced leadership and management skills.	1A. 75% of Coaches demonstrate improved leadership and management skills.
		1B. 75% Players positively assess the learning experience provided by their coaches as i) safe and ii) inclusive.
2	Children have improved social and emotional skills and skills to develop a plan to achieve a personal goal.	2A. 50% of players demonstrate improved rugby skills.
		2B. 50% of players demonstrate improved life skills
		2C. 50% of players develop a personal (SMART) goal at end of season
3	TRF delivers a safe and inclusive sport for development learning environment.	3A. 75% of Coaches retained at end of season.
		3B. 75% of players graduate (complete at least 7 of 10 learning sessions).

How to read this data

Key definitions and background information to keep in mind while reading this report include:

Coach	16-25 years old; youth leaders identified and trained as rugby and life skills Coaches.
Player	11-16 years old; children and young people recruited into teams to learn rugby and life skills.
Team	Players are formed into teams led by Coach pairs and made up of 12-16 players per team.
Session	One Pass It Back module consists of 10 x 90-minute sessions of integrated rugby and life skills learning.
Season	The <i>I Have a Goal</i> season included 10 sessions and 1 competition over 4 months.
Rugby Skills	Four (4) skills that help a participant become 'rugby-ready'.
Life Skills	A composite of: i) Knowledge and attitudes related to goal setting; ii) Social and emotional learning competencies.
Social and Emotional Learning (SEL)	The process through which people acquire and apply the knowledge, skills, and attitudes to: i) Develop healthy identities; ii) Manage emotions; iii) Achieve personal and collective goals; iv) Feel and show empathy for others; v) Establish and keep supportive relationships, and; Make responsible and caring decisions.

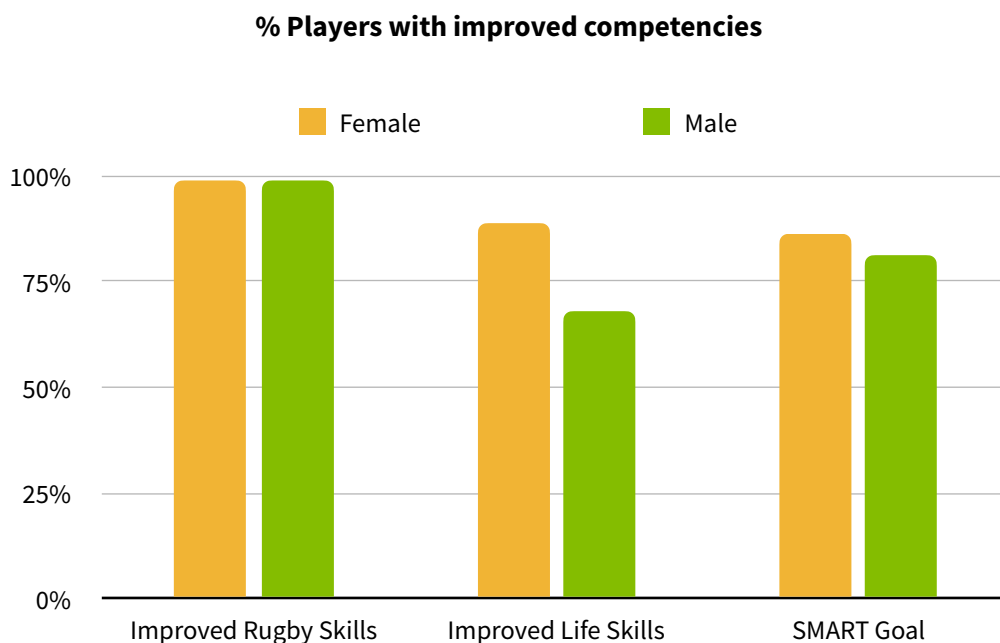
RUGBY SKILLS AND LIFE SKILLS OUTCOMES

Players are assessed on their development in both rugby skills and life skills. Rugby skills focus on four key areas relevant to becoming 'rugby-ready', while life skills are measured in three key areas:

1. Improved knowledge and attitudes supporting gender equality;
2. Improved social and emotional learning competencies;
3. Setting a SMART goal.

Key Learning

Player rugby skills improved across the seasons. Three out of four players demonstrated improvement in their rugby skills, while two out of three showed progress in their life skills. Additionally, three out of four players successfully set a SMART goal, further highlighting the positive impact of Pass It Back.



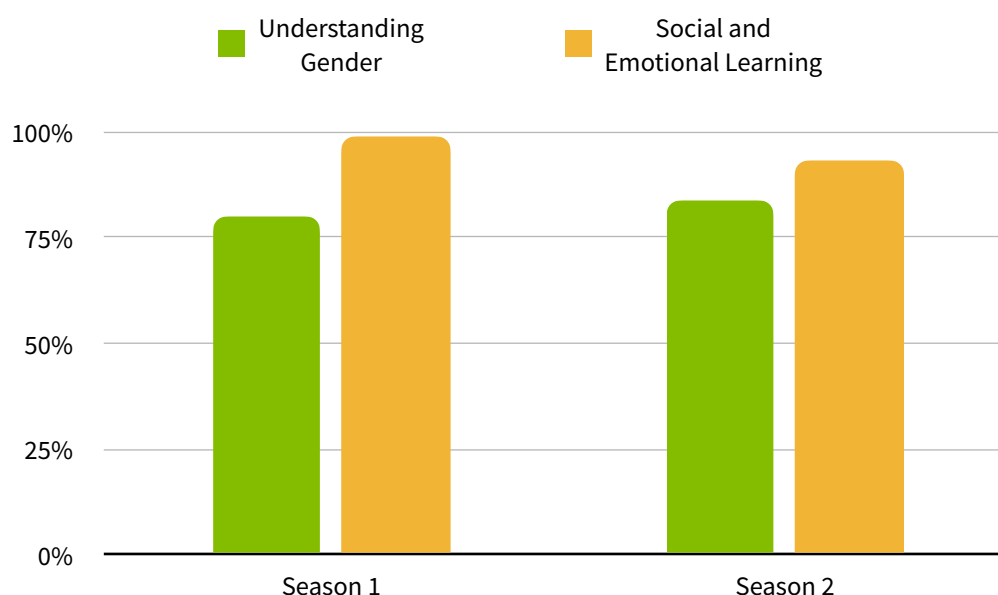
UNDERSTANDING GENDER AND SEL¹ OUTCOMES

The life skills component of the curriculum includes two core sections: i) improving knowledge and attitudes among players regarding understanding gender, gender norms and prejudices, and rights, and ii) improving social and emotional learning competencies.

Key Learning

Player life skills learning was consistently strong across both seasons for female players, but not as strong for male players in season two, in particular in terms of content around understanding gender². Global data indicates that male Coaches generally deliver weaker life skills outcomes than female Coaches, particularly in the early seasons; this remains an area of focus for new Pass It Back work taken up into the future.

% Players with improved SEL outcomes for each season



SAFE AND INCLUSIVE ENVIRONMENT

Four in five female players and one in two male players believe their Coaches provide a safe, inclusive, and participatory learning environment. Between the two seasons, female players' ratings increased significantly from Season 1 to Season 2, while male players' ratings also improved from Season 1 to Season 2, but the increase was less pronounced compared to the female players.

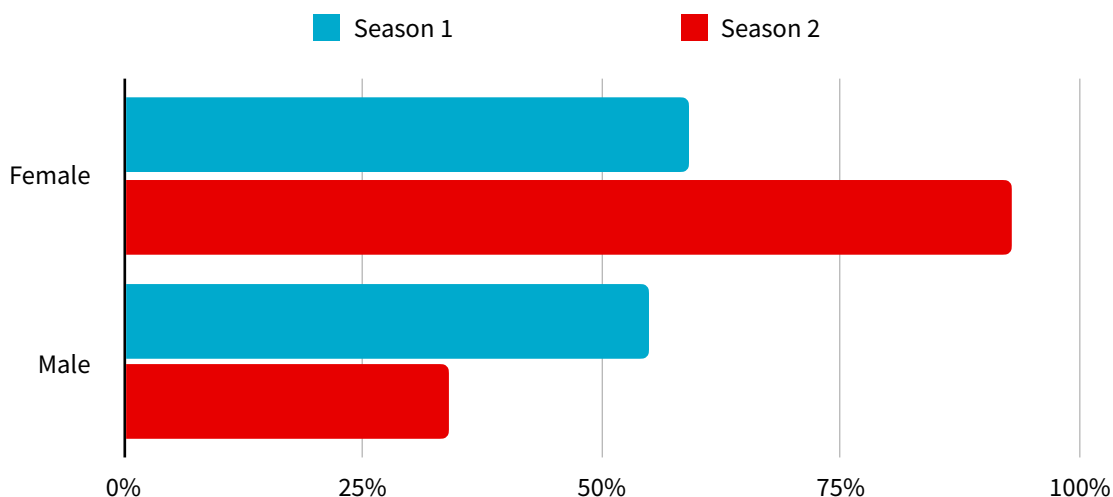
¹ Social and Emotional Learning

² Impact Report from Season 1 is available [here](#).

Key Learning

Overall, one in ten male players explicitly did not believe that their Coaches made them feel safe, supported, and included. It is recommended that in the coming seasons, the successful approaches used by female Coaches be applied to the male Coach group, as there is a clear correlation between low scores for inclusion and similarly lower scores in life skills development.

% Players who assess their Coaches as providing a safe and inclusive environment

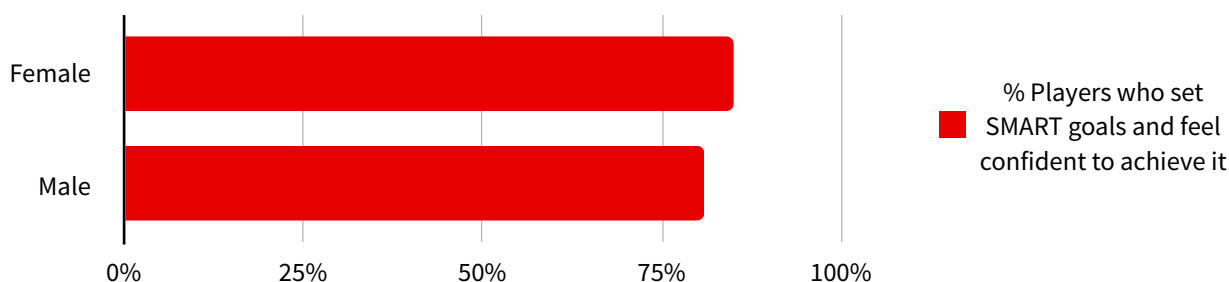


GOAL SETTING

The chart below shows the percentage of male and female players who set SMART goals and feel confident in achieving them. This activity is built into the *I Have A Goal* module.

Key Learning

Four in five players developed goals. Not all players were able to develop a SMART goal that clearly met the SMART criteria, highlighting a need for continued work with Coaches to better support players in this activity. Going forward, there should be a stronger focus on helping players create more time-bound and specific goals, particularly in areas beyond career or vocational aspirations.



SEASON SNAPSHOTS

Change Stories

Hatice and Her Mother

In February 2023, an earthquake in the southern part of Turkey displaced thousands of people. One of those affected by the earthquake was 13-year-old Hatice. Hatice's house collapsed during the earthquake, and she struggled for a long time to overcome the trauma she experienced. Hatice's mother describes the change in her daughter after the earthquake:

"Before the earthquake, Hatice was a very active and energetic child. She always brightened our days with her smiling face and cheerful laughter. But after the earthquake, Hatice changed. She became more introverted and quiet. The trauma she experienced after the earthquake had a profound effect on her."

To improve Hatice's condition, her mother wanted to do something. Through asking around, she learned about Pass It Back nearby. After gathering detailed information from the Coaches, she encouraged her daughter to try rugby.



When Hatice first tried rugby, she was reluctant, but with her mother's support, Hatice continued. Positive changes began to occur in Hatice's life after starting rugby. Through rugby, Hatice gained self-confidence and started socialising. Hatice's mother describes the transformation:

"Rugby was a crucial turning point in Hatice's life. The activities contributed to improving her physical and mental health. Thanks to Pass It Back, Hatice gained self-confidence and started socialising. Rugby helped Hatice hold onto life again."

Since she started playing rugby, Hatice has made significant progress. Currently, she plays in a rugby team in the second season of Pass It Back. Hatice's story is an example of how Pass It Back can bring positive changes to people's lives and how rugby can be intentionally used to improve mental health and increase self-confidence, and social skills.

Beytullah's Journey through Rugby

Prior to the earthquake, Beytullah, the youngest in his family at 21, led a different life. Following the event, his experiences shifted significantly. It was upon encountering Pass It Back that his life entered a new phase, which he considers most impactful.

Initially hesitant, Beytullah joined Pass It Back after consulting with a friend. He describes his first day as transformative, crediting the educators and mentors for sharing their knowledge and expertise while fostering strong bonds. Rugby, previously unfamiliar to Beytullah, became his first sporting experience and a vital part of his life.

He credits Pass It Back with facilitating personal growth and improved interpersonal relationships.

"I developed both instructor-student and brotherly connections with my players. I became integrated into their families, and Pass It Back mitigated the psychological effects of the earthquake."

As a Coach, Beytullah is dedicated to providing benefits to his players. He actively promotes rugby and its positive impact wherever he encounters youth. Expressing gratitude to those involved and emphasising the additional value beyond sport, acknowledging that Pass It Back fosters essential life skills, Beytullah said:

"Regardless of the duration, I intend to remain connected to this sport."



Ali Rıza's Experience with Rugby

Following the devastating earthquake in Adıyaman, 13-year-old Ali Rıza and his family were displaced from their home and relocated to a temporary housing facility. Ali Rıza reflects on the emotional toll of the experience:

“The difficulties I faced after the earthquake deeply affected me. I used to enjoy life and be cheerful before the earthquake, but afterward, I became introverted, enveloped in unhappiness, and viewed everything with a negative perspective.”

The arrival of Pass It Back at the housing facility presented an unexpected opportunity. Initially hesitant, Ali Rıza observed the sport from a distance but was eventually encouraged by his peers to join the team. He embraced the challenges of training and shared:

“The athleticism and intensity of rugby intrigued me. Rugby fostered my personal growth and confidence. I now play a significant role in the team.”

Currently preparing for the next Pass It Back tournament, Ali Rıza expresses his gratitude:

“Rugby gave me a new life; thanks to Pass It Back, I gained self-confidence and reconnected with life.”

He is looking forward to the upcoming season and dreams of continuing to play, with hopes of one day becoming a professional player and potentially representing Türkiye.

Ali Rıza's story highlights the power of sports to provide structure, support, and personal development for young people facing adversity through initiatives like Pass It Back. He encourages others with similar experiences to find hope and connection through sports like rugby.

Coach Insights

The following are excerpts from coach journals, highlighting their experiences and reflections on delivering the curriculum.

Coach Elif

This month, I noticed a shy player who mostly kept to himself, so I started paying special attention to him. At first, he was quiet and didn't engage much with his teammates. But as the sessions progressed, he slowly came out of his shell, participating more in activities and interacting with others. There was a turning point during a practice game when he scored his first try. His face lit up with pure joy, tears welled up in his eyes, and his teammates mobbed him in celebration. It was an unforgettable moment for me.

Coach Dilan

One day, while practicing with the team, I noticed Zeynep, a child living with a disability, watching us and crying. When I approached her and asked why she was upset, she didn't respond and initially didn't want to communicate. Her mother later explained Zeynep's condition and said, "I told her she couldn't play this sport because of her condition and age." I reassured her that this was not a barrier and that Zeynep could absolutely join us. When Zeynep learned this, she was overjoyed, hugged me, and happily joined the team. Witnessing how sport can transform trauma and lead to positive outcomes surprised me and strengthened my commitment to Pass It Back.



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