Let's Play Fair (LPF) Programming

Our project showed a greater demonstration of gender equitable behaviors in our LPF players vs. non-LPF players.

Results from the 2022 baseline/endline questionnaires between our LPF vs. non-LPF players ages 7-18 showed:

- 94% of LPF players vs 47% of non-LPF players agreed with statements showing support for females such as, “Women deserve the same respect as men.”

- 87% of LPF players vs 41% of non-LPF players disagreed with gender inequitable statements such as, “Only men should work outside the home” and “Only women should cook dinner.”

Our project surpassed our projected outcome of 10% increase in gender equitable knowledge, attitudes, and behaviors.

Results from the 2020-2022 pre/post season surveys with LPF players ages 7-18 showed:

- 86% of LPF players disagreed with the statement, “Only men should make the decisions in relationships.”

- 96% of all LPF players said they agreed that “Men and women working together will create a stronger community”

“Before KPI, I was never allowed to play sports. Now I have the opportunity to play, learn, and be a part of a supportive KPI team and family. —Sak Nita (F, 17 yrs)
All Girls United (AGU) Programming
Our project showed increased knowledge of AGU girls in Sexual Reproductive Health (SRH), Gender Based Violence (GBV), and Menstrual Hygiene Management (MHM).

Results from the 2022 baseline/endline questionnaires with AGU girls ages 13-18

- SRH
- MHM
- GBV

SRH knowledge: 87% improvement
Understanding GBV: 50% improvement
MHM knowledge: 31% improvement

Play Fair Workshops
Our project demonstrated more gender inclusive classrooms and homes.

Results from pre / post surveys with PF Workshop participants showed:

- **30% improvement of Parents** knowledge on positive parenting techniques and non-violent methods of discipline
- **24% improvement of teachers** on gender equity knowledge such as, being able to identify an example of a gender equity in the classroom.

In Cambodia, it is not common for a teacher to get to know their students because teachers are typically seen as ‘the boss’. This workshop helped me to understand the importance of knowing my students and celebrating their value. -Somaly (F, Teacher)
Final Progress Reporting Guidelines

Grantee Name: Kids Play International

Report Due: January 2023

Prompt detailed final reports are required for all Dining for Women funded projects. We will share your report and success stories to educate our members. This information will be included in our newsletters, on our website and in other DFW social media. Please be candid. Dealing with obstacles, or less than ideal outcomes, educates our members about the successes and challenges NGOs face with project implementation in the developing world. Please restrict the size of this report with photographs to 8MB. If the report is too big to be transmitted via email, it is too big to be posted to our website.

Your Final Progress Report is due when the grant has been expended and activities completed. Please submit the progress report, photos, and other supporting documentation by loading them to the Dropbox folder assigned to you. We request that reports be attached as MS Word files. Please send an email to grants@diningforwomen.org to confirm these files have been uploaded.

Grant completion requirements include the following to be submitted:

- The final budget with detailed financial accounting of all grant funds.
- **Five to six page narrative addressing the questions listed below.**
- Several high-resolution JPG photographs of the project depicting the women/girls who have benefited from the grant funds should be posted to your assigned Dropbox. Photos should be submitted with the right to use in all forms and media in DFW documents and website. Include confirmation of grantee’s right and consent to use photos/videos as per local law.
- Include several stories, experiences and quotes from women/girls, preferably in their own words, whose lives were altered by the funded project.
- Any message you would like us to convey to our membership and donors about the impact our grant is having on those being served and/or your organization and its mission.

Please Note:

- Your report should address each of the items below. Answers need not be lengthy; five to six pages for the report is often adequate.
- All content must be in English and US Dollars.
Kids Play International Final Report Content

1. Please provide the following information:
   - **Organization Name:** Kids Play International
   - **Project Title:** Gender Equality and Women’s Leadership in Cambodia
   - **Grant Amount:** $49,565 over 2 years
   - **Contact Person:** Tracy Evans-Land
   - **Address:** 1406 W Meadow Loop Rd. Park City UT 84098

2. Recap briefly what outcomes the project was designed to achieve.
   Our main goal is to improve gender equity in rural Ang Chagn Chass, Cambodia through sport-based education programs that reduce negative gender stereotypes, improve the leadership skills of girls and women, and shift the community toward more gender equitable beliefs and behaviors.

   **Let’s Play Fair (LPF)** leverages sport and the Olympic values of Fair Play to break down gender norms and promote equality between boys and girls.
   **Outcomes:** Deliver seven 6-8 week LPF seasons per year
   - 10% average increase in gender equitable knowledge/attitudes of LPF participants in season pre/post surveys
   - Greater demonstration of gender equitable behaviors of LPF participants vs. non LPF youth

   **All Girls United (AGU)** serves as an extension of our LPF program, and provides girls with additional safe space for leadership and skill-building as they delve deeper into key issues such as sexual and reproductive health (SRH), Gender Based Violence (GBV), and negative gender stereotypes.
   **Session Outcomes:** Deliver 12 AGU sessions per year
   - Each AGU girl attends at least 8 sessions per year
   - 50% of AGU girls actively leading at least one Community Day per year
   - 100% girls/women in our program receiving MHM products who need them
   - Improved School grades, attendance, and reduced dropout and repetition rates for KPI girls (compared to non-KPI girls in partner schools)
   - Improved school attendance as a result of receiving MHM products compared to before receiving MHM products (2017)
   - At least 10% increase in self-reported self-esteem/confidence/self-value
   - At least 10% increase in self-reported professional development skills

   **Camp Outcomes:** Deliver one 3-day AGU camp in Year 1, and 2 AGU camps in year 2
   - At least 10% increase in self-reported self-esteem/confidence/self-value (AGU girls and additional girls)
   - At least 10% increase in self-reported professional development skills (AGU girls and additional girls)

   **Play Fair (PF) Inclusion Facilitator Training and Workshops** aim to create more gender inclusive classrooms; improve the trust and relationships between adults and youth, parents and children; and promote our female facilitators as knowledgeable and capable leaders in the community.
   **Facilitator Training Outcomes:** Train all 7 female coaches and 15+ AGU girls as Fair Play workshop facilitators
   - At least 10% increase in self-reported self-esteem/confidence/self-value (female coaches, AGU girls)
   - At least 10% increase in self-reported professional development skills (female coaches/AGU girls)
**Workshop Outcomes:** Deliver 9 workshops to male coaches/players in LPF program, partner school teachers, parents of KPI participants, and adult/youth community members

- Improved trust/relationships between teachers and students and youth/adults in the community (comparing pre to post-workshop)
- More gender inclusive classrooms (comparing pre to post-workshop)

3. **What was accomplished in connection with this project? Please address each stated objective. If any project objectives were changed, please also explain the circumstances leading to the modification of the objective(s)**

**Let’s Play Fair (LPF) mixed-gender sport program for 110 youth ages 7-18**

KPI achieved our project objectives by delivering 12, 6-8 week seasons that included a Play Fair Skill (PFS) and an unfamiliar sport during the term of the grant beginning October 2020 and ending November 2022.

We surpassed our projected outcome of 10% increase in gender equitable knowledge, attitudes, behaviors in our LPF players. Results from the 2020-2022 pre/post season surveys with LPF players ages 7-18 show:

- **49% increase of gender equitable knowledge and behaviors** in LPF players ages 11-18 during the PFS Respect Season post-survey.
- **29% increase of gender equitable knowledge-behaviors** in LPF players ages 9-10 during the PFS Community Season post-survey.
- **96% of all LPF players said they agreed** that “Men and women working together will create a stronger community” in the PFS Contribution Season post-survey.
- **86% of LPF players ages 7-18** disagreed with statements like, “Only men should make the decisions in relationships” in the PFS Moral Courage Season post-survey.
- **Testimonial:** “I tell my brother that he can be an ally to females by creating an environment where girls feel so safe and respected that they are willing to take risks. He needs to empower girls to speak up, make decisions and treat them [girls] as an equal.”-Pong Brasna (18, F)

Our project showed a greater demonstration of gender equitable behaviors of LPF players vs. non-LPF players. Results from the 2022 baseline/endline questionnaires with LPF vs. non-LPF players ages 7-18 show:

- **94% of LPF players vs 47% of non-LPF players** agreed with statements showing respect and support for females, such as, “Women deserve the same respect as men.”
- **87% of LPF players vs 41% of non-LPF players** agreed with statements around the ability to adopt gender equitable behaviors such as, “Only men can work outside the home or only women should cook dinner.”
- **LPF Players scored 19% higher than non-LPF youth** on questions measuring gender equitable knowledge/behaviors such as, “It is okay for girls to cry but a boy should never cry.”
- **Testimonial:** “Not looking down on one another and having respect for someone regardless of their gender will build better mixed gendered relationships,” -Roth Dany (14, F)

**All Girls United (AGU) Program Sessions** for 33 girls ages 13-18/7 Female Coaches

We were able to deliver all of the proposed 24 monthly sessions on topics such as, SRH, GBV, and negative gender stereotypes. Results from the 2022 baseline/endline questionnaires with AGU girls ages 13-18 show:

- **49% increase in knowledge around consent** with **94% of AGU girls** being able to correctly define consent and give an example.
- **60% improvement of SRH knowledge** demonstrated by AGU girls ages 13-15.
- **100% of AGU girls answered questions correctly** around Leadership, Self Esteem, and Advocacy, such as “I have the right to share my ideas at a local government meeting.”
Our project showed improved academic performance through the provision of MHM products.

- **MHM products:** 33 AGU girls and 17 non-AGU girls have received reusable pad kits from October 2020-2022.
- **Academic performance:**
  - 100% of AGU girls advanced to the next grade in December 2020 and December 2021.
  - 85% of AGU girls ages 17-18 became the first in their family to make it to 12th grade.
  - 4 KPI/AGU alumni received 4-year University scholarships.

Our project showed improved professional development skills, self-esteem and confidence. Results from a 2022 focus group discussion with AGU girls ages 13-18 show:

- 100% of AGU girls took on a leadership role by leading at least 1 PFCD sport education station.
- 95% of AGU girls volunteered as youth leaders during a city-wide Anti-Human Trafficking Advocacy Event with over 500 people.
- AGU girls ages 13-18 feel they are currently excelling in: punctuality, attendance, and verbal communication.
- **Testimonial:** “I have increased confidence because of KPI programs. I see a positive change in my personality, attitude and how I express myself around my friends.” -Sreymom (16, F)

**All Girls United (AGU) Camps** for 33 AGU and 20 non-AGU girls ages 13-18

We were able to deliver all of the proposed 3 AGU Camps with the following themes: Self-Respect, SRHR and MHM, and Consent and Healthy Relationships. Results from the AGU Camp pre/post surveys with female players ages 13-18 show:

- 77% of AGU girls correctly answered questions related to sexually transmitted infections, such as “What are the symptoms of an STI?”
- 89% of AGU girls correctly answered questions around MHM such as, “How long does menstruation last?” compared to only 58% at the pre-survey.
- 38% increase in SRH knowledge for both AGU and non-AGU girls at the post-survey.
- 100% of AGU girls could correctly define GBV at the post-survey compared to only 50% at the pre-survey.
- **Testimonial:** “Before our MHM AGU Camp, I was uncomfortable talking about menstruation because I wasn't informed. Now I have the knowledge and courage to share it with my peers. I realize how important it is to empower other females to learn and talk about MHM.” -Chantha Rattana (15, F)
- **Testimonial:** “In AGU Camp, I learned that I have the right to say no and that no always means no. Understanding consent is crucial for all to understand.” -Chorn Sreynoch (F, 13)

**Play Fair (PF) Facilitator Training**

We were able to deliver the proposed 2-day facilitator training on the PF Respect Workshop to 13 KPI Coaches (7 female; 6 male). Our project showed an increase in self-reported self-esteem/confidence/self-value of female coaches. Results from the 2022 Post Evaluation Trainer Survey show:

- 60% increase of KPI Coaches in confidence as a facilitator, leader, and in their communication skills.
- 90% of KPI coaches agreed, “Learning the Respect module increased their ability to create stronger player relationships.”
- 90% of female trainers agree or strongly agree that they have more skills and knowledge to create positive environments and stronger relationships with their players using the PFS Respect.
- 100% of male LPF players ages 15-18 agreed, “All female facilitators were skilled in leading activities/discussions.”
Play Fair (PF) Workshops
We were able to deliver all of the proposed 9 PF Workshops to 200 participants of the following demographics: 13 KPI Coaches, 33 AGU girls, 50 teachers, 45 parents, 60 LPF boys.
- Of the 9 workshops, 8 workshops were delivered by 7 female coaches and 2 workshops were delivered with the assistance of 20 AGU girls.

Our project demonstrated more gender inclusive classrooms and improved trust/relationships between teachers and students and youth/adults in the community. Results from Classroom Observations and PF Workshop pre/post survey results with 28 teachers and 12 KPI coaches show:
- **24% improvement in gender equity knowledge** such as, being able to correctly define gender equity and identify an example of a gender equitable action.
- **100% of teachers agreed, “It’s important to make more inclusive classrooms.”**
- **100% of PF Workshop teachers vs 50% of non-PF Workshop teachers utilized gender inclusive facilitation strategies** such as, calling on both boys and girls to answer questions, creating mixed-gender partner groups and assigning non-gendered roles for classroom chores.
- **Teacher Testimonial:** “In Cambodia, it is not common for a teacher to get to know their students because teachers are typically seen as ‘the boss’. This workshop helped me to understand the importance of knowing my students and celebrating their value.” -Somaly (F)
- **Coach Testimonial:** “Asking first, creating rules for fair play, and knowing other's stories will help create a safe and more open environment in my classroom where my students can feel more understood, build confidence, and improve relationships between one another.” -Serey Roth (F)

4. Have the number of beneficiaries changed? To report this please refer to the original numbers in your grant proposal under *Number of women and girls Directly Impacted and Indirectly Impacted.*

Our direct beneficiaries did decrease from 40 to 33 AGU girls because we had fewer AGU girls turning 13 years old that would age into the AGU program. We also decreased the number of Non-AGU Camp girls from 105 to 20 because of COVID-19 group size limitations and government classroom scheduling.

5. What challenges did you face in connection with this project? How did you address these challenges?
The challenges we faced were:
- **COVID-19:** The Cambodian government shut down schools and issued strict stay-at-home orders from December 10, 2020 to January 11, 2021 and again from March 22 - Oct 28th, 2021. **To address this restriction,** we created a virtual LPF curriculum for our players that included providing credit to access the internet. We had heard from many of our players that their families were not able to buy internet credit that could be used to complete their required school work, putting our players at risk of falling behind in school and potentially dropping out. By providing the internet credit, we were able to engage players to participate in our LPF virtual curriculum program and also complete their required school work.
- **Group size limitations:** From October 2020-May 2022, we had a reduced number of people who were allowed to attend our AGU Camps. **To address this restriction,** we decreased our number of non-AGU girls for AGU Camps from 105 to 20 and implemented small scale AGU Community Days 1x a month. This engaged a total of 60 non-AGU girls in AGU related lessons such as, Healthy Relationships and Positive-Self Image.
- **School Scheduling:** Post COVID-19, the local ministry decided to make the school schedule 7am-5pm from Monday-Saturday for high school students to try to raise grade averages that had significantly dropped during the pandemic. Because of this, high school students could not attend our weekly LPF program. **To address this restriction,** we created a weekly LPF Sunday program...
for our high school students which resulted in an average LPF attendance rate of 90% for 2022 which is higher than any other LPF attendance rate for high school students in years past.

6. Is your organization or project situation different than presented in the approved proposal? For example, a new executive director, significant project staffing changes or NGO affiliation, loss of large funding, or other significant changes?
There have not been any significant changes.

7. What were the most important lessons learned?
The lessons we learned were:
- **The need to standardize our LPF and AGU curriculum to deepen evaluation and impact**. In 2021, we began developing a more intentional/standardized curriculum with age-specific development goals/milestones that will allow us to better evaluate our program’s impact. In 2022, we saw greater positive behavioral changes, improved attendance, and increased sport competency for LPF players after the implementation of the standardization.
- **Parent involvement**. Community impact was greatest when parents and players both incorporated gender equitable norms into their households through parallel learning and programming. Parent education through the PF Workshops was a key part of our approach in activating gender equality throughout our families and community.
- **Increase local ownership**. Coaches are becoming more equipped to take on additional leadership roles. We have seen improvements through the training and delivery of the PF Teacher Workshops and in taking more responsibility in our day-to-day program tasks.

8. What has changed within your organization as a result of this project?
This project has resulted in the following changes:
- Hiring Cambodian, Roth Maing as our full-time All Girls United Program Coordinator. Roth has been a KPI coach since 2018 and has a Masters in Philosophy and was previously an Ethics Professor. Throughout the project, Roth showcased her deep understanding of AGU and LPF content and the ability to lead and motivate others which makes her a great asset to our leadership team.
- Coaches vastly improved their presentation and facilitation skills through the PF Training of Trainer Workshops and are now more equipped to share our intervention with other stakeholders outside of our program. With more highly trained Coaches, we have seen KPI players be able to make stronger connections between how sport builds confidence and self-esteem.
- Increased confidence of LPF Players ages 13-18 who are now taking on monthly lead roles at PFCD and getting involved in various advocacy events, clubs and groups in their community.
- Increased gender equitable behaviors in the classrooms and increased implementation of gender equitable methods learned in the PF Workshop by our partner school teachers.

9. Describe the unexpected events and outcomes, including unexpected benefits.
In Cambodia, many nonprofits and businesses closed down because of COVID-19. Because we adapted our programming and found ways to still support both our coaches and players, there was an improved level of trust and appreciation expressed from our families and community members.

Due to the intensive school scheduling for our high school players, their LPF programming was on a Sunday- their only day off in the week which actually increased high school player attendance to the highest it has ever been.

With the addition of our standardized curriculum, it opened up many opportunities for other coaches to step into leadership positions through our Head Coach Trainings. With the new added level of leadership, there has been more focused and targeted development for all coaches.
10. Did you change your strategy as a result of obstacles you encountered? How will you address these challenges in the future?
The predominant strategic change has been the implementation of the standardized curriculum which has allowed coaches to become “experts” with an age-specific curriculum, similar to teachers at school. The standardization has also helped create a more robust career transition plan and alumni program as players graduate out of our program.

In 2023, we will invest in training our local team to become Master Coaches deepening their program knowledge and ability to facilitate our fundamental curriculum intervention with new coaches and other organizations throughout the country. This will allow us to scale our proven methodology and best practices while also becoming a revenue stream for KPI.

11. Approximately how many lives have been touched, both directly and indirectly, by the project?
*Our project has directly impacted;* 12 coaches and 120 LPF youth ages 7-12, 40 All Girls United females, and 50 Teachers who took part in our PF workshops. *Our project has indirectly impacted;* 500 families through their children participating in our LPF/AGU programs, as well as 1500 students whose Teachers applied and shared knowledge in their classrooms learned through our PF workshops.

12. What are the measurements used to monitor success and how was this information measured (e.g., surveys, observation)? Be specific and include measurable results.
We utilized jump surveys, seasonal pre/post surveys, observations, focus group discussions, annual baseline/endline questionnaires which are outlined in detail in Question #3.

13. If the project is ongoing, provide plans and expected results, including projected timeframe.
In 2023, we will continue to build the capacity of our Coaches to improve their delivery of our programs, this will allow us to share our best practices and methodologies by training and sharing our workshops with outside youth organizations and stakeholders; creating a revenue stream for KPI. LPF program is our flagship program, and with our new curriculum standardization we will be able to better track, and evaluate the effectiveness of the program as it pertains to our youth’s improved attitudes, behaviors and knowledge around sport, gender equality and mental health. We will continue with seasonal AGU sessions for our girls ages 13-18 with 1-2 camps delivered throughout the year. We will be holding more PF Workshops for parents to continue bridging the gender equality lessons their kids are learning through our LPF/AGU programs with our KPI parents, community youth and adults.

14. Provide a detailed list of all expenses incurred during the grant cycle which have been paid for with the Dining for Women grant.
Please see the attached expense document.

15. Did this grant and relationship with DFW assist your organization in obtaining other funding, partnerships with other organizations, or public recognition in some capacity?
Yes, through this grant we are now actively marketing our PF workshops/training to other youth organizations and schools that need professional development in creating positive environments (cultures) and building relationships (connections) between Teacher/Student and Youth worker/Youth. The success of this project has also allowed us to apply for additional grants and/or approach KPI donors who are interested in supporting programs in Cambodia.