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Side By Side Project Endline Report

Right To Play Thailand

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Executive Summary:

Right To Play has implemented the Side By Side project aiming to enhance the well-being of children, youths, together with communities in four locations namely, Haroon, Rimthang, Rongmoo, and Suanploo, in Bangkok, Thailand. The project provides safe play spaces and empowers youth leaders to facilitate activities, for instance, sport events and tournaments in communities. The programme adopts non-experimental pre-post performance evaluation assessing the outcomes by various tools, both quantitative and qualitative. The outcomes of the project were assessed in order to understand the impact of the project on improving life-skills and psychological well-being, social and community cohesion, and promoting inclusion.

The results showed that, firstly, there was an improvement of life-skills and psychological well-being of children and youths, while among children aged below 13 there was only a marginal improvement of psychological well-being. Furthermore, the majority of children aged 8 – 14 demonstrated ‘excellent’ physical fitness while youths aged between 15 – 29 and above 30 showed an unsatisfactory physical fitness level.

Secondly, social and community cohesion increased, with Rongmoo showing the most development while Haroon, which had high scores at the baseline, revealed the slightest improvement. And, lastly, the improvements in the physical environment as a result of the programme helped increasing the feeling of safety, trustworthiness, and inclusiveness in communities.

Still, the result of this project requires further studies in order to get more understanding of the factors that influenced the development of well-being and life skills. This knowledge will be useful for related organisations to develop the ecosystem facilitating life-skills and well-being of children and youths in other communities in Bangkok in the future.

Part 1 Introduction

Context of the Project

Right To Play has implemented the Side By Side project with the aim to enhance the well-being of children, youths, together with communities in four locations namely, Haroon, Rimthang, Rongmoo, and Suanploo. These communities are located in Bangkok, the capital city of Thailand, however, they can be regarded as disadvantaged communities. People living in these areas are mostly, low-income families, from minority or migrant groups. Therefore, this project has been initiated to support children and youths in these communities by promoting their capabilities and life-skills such as confidence, leadership, communication, interpersonal skills as well as physical fitness. At the same time, the project aimed to create a better ecosystem through community and social cohesion, friendly and safe play spaces, for young people to properly grow into decent adults in the future. The objectives of this project are:

1. Improved life-skills that will help build confidence, leadership, communication and interpersonal skills for children and young people.
2. Increased community and social cohesion, leading to reduced levels of anti-social behavior measured amongst community members.
3. Improved Learning Environments within open and safe play spaces providing child friendly and emotionally safe learning environments.

To provide more insight into the project's progress, this report will illustrate the results by analysing data from various tools collected by Right To Play throughout the project from four targeted communities compared with data from baseline report, to understand how children, youths, and their ecosystem have developed as a result of the Side By Side project.

Endline Evaluation Purpose and Methodology

The purpose of the endline evaluation is to understand how well the project has been able to achieve the intended outcomes. The endline evaluation aims to answer the following questions:

1. To what extent has this project enhanced life-skills of children and youths who participated in this project in 4 communities?
2. To what extent has this project developed social and community cohesion, community engagement as a supportive ecosystem preventing undesirable behaviour of children and youth in 4 communities?
3. To what extent has this project shaped the physical environment to provide proper safe play spaces for children and youths in 4 communities?

Evaluation Methodology

The aim of the endline evaluation is to evaluate whether there are any changes or improvements in the project outcome. The methodology of the program is non-experimental pre-post performance evaluation where the outcome was assessed by various tools, both quantitative and qualitative. The participants from the baseline and endline evaluation were selected by quota sampling and may or may not be the same person across the evaluation period. Therefore, a direct comparison between them cannot be done.

Data collection tools

In order to understand how each project objective has progressed, the project has selected a set of various tools responding to each objective of the project. The data has then been collected by Right To Play staff during the implementation of project in 4 communities. Accordingly, this report will analyse various data from different tools and the brief description of each tool will be presented as followed.

1. In order to understand the progress of **life-skills development** as the first objective of this project, a set of tools have been used to collect data from targeted communities. The lists of tools responding to this objective are as followed.

1.1 Kidscreen-27

This tool has been designed to understand the psychological well-being of children under the age of 13, it consists of 8 self-rating scale items.

1.2 Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS 13+)

This tool has been designed to understand the psychological well-being of children between the age of 13 – 24, it consists of 7 self-rating scale items.

1.3 Developmental Assets Profile (DAP)

This tool has been designed to understand the strengths and supports factors which influenced the development of children, for instance; external assets, internal assets, and asset-building contexts, which affected the development of children and youths (grade 4 – 12). This tool consists of 58 self-rating scale items.

1.4 Cooper's 12 Minute Walk test

This tool has been designed to measure the distance that participants can walk in 12 minutes. The result will reflect the physical fitness of participants.

1.5 Sport England Active Lives Survey

This tool has been designed to understand the readiness and availability of participants related to physical activities, it consists of 2 self-rating scale items.

1.6 Single Item Measure for Physical Activity

This tool has been designed to acquire information on the average time that a person spends on physical activity daily.

2. In order to understand **community and social cohesion**, as well as the feeling of being part and belonging to the community, as stated in the second objective of this project, a set of tools has been used to collect data from targeted communities, which will be briefly described as followed.

2.1 Brief Sense of Community Scale (BSCS)

This tool has been designed to understand the community cohesion and their perception toward their communities, it consists of 8 self-rating scale items.

3. In order to understand the **appropriateness of the physical environment** as stated in the third objective, the following tools have been used to collect data from targeted communities, which will be briefly described as followed.

3.1 Community Life Survey

This tool has been designed to understand the perception of community in terms of safety, cooperation, support, and trust, which consists of 5 items self-rating scale.

3.2 Play Space Assessment

This tool has been designed to observe the environment in communities in terms of availability and standard of spaces, it consists of 13 items responded as yes / no answers.

3.3 Single Item Measure for Perceived Accessible and Inclusion

This tool has been designed to acquire information of the perception of access and inclusion in the community comparing between before and after implementing the activities from Right To Play.

Part 2

Data Analysis

Endline Data Analysis Tools

Community leaders, together with the field facilitators of Right To Play collected the endline data in October 2022. The MEL coordinator of Right To Play and other staff then gathered all the data from various sources, except, the 12 Minute Walk test which is conducted annually by the RTP team as a community event, with the support of trained enumerators to collect the questionnaire, while the Play Space Assessment was assessed by the project team after the rehabilitation of the community play space. The details of data gathering tools, together with the sample size, responding to each project objective is outlined in the table below.

Table 1 Evaluation questions and data collection tools

Evaluation Questions	Indicator	Data Collection Tools	Evaluation Methods	Data Source	Sample Size
1. To what extent does this project enhance life-skills of children and youths who participated in this project in 4 communities?	% of participants that report an overall improvement in their psychological well-being	Kidscreen-27	1 item from Physical Well-Being dimension and 7 items of Psychological Well-Being dimensions	Primary Data	160 Children age under 13 (M=81, F=79)
		Short Warwick-Edinburgh Mental Well-being Scales (SWEMWBS 13+)	7 items self-report questionnaire	Primary Data	318 youths and adults aged 13 and above (M=164, F=154)

Evaluation Questions	Indicator	Data Collection Tools	Evaluation Methods	Data Source	Sample Size
	% of children and youth that demonstrate life skills	Developmental Assets Profile (DAP)	58 items self-report questionnaire	Primary Data	318 Children and youths (M=166, F=152)
	% of participants achieving increased physical fitness	Cooper's 12 Minute Walk test	Physical performance test 12 Minutes Walk	Primary Data	Midline: 327 community members (M=169, F=158)
	% of participants with increased weekly physical activity levels	Sport England Active Lives Survey	Self-report questionnaire during the 12 minutes walk	Primary Data	End-line: 329 community members (M=159, F=170)
		Single Item Measure for Physical Activity	Single item self-report questionnaire during the 12 minutes walk		
2. To what extent has this project developed social and community cohesion and community engagement as a supportive ecosystem preventing undesirable behavior of children and youth in 4 communities?	% of participants who report an increased sense of community cohesion	Brief Sense of Community Scale (BSCS)	8 items self-report questionnaire	Primary Data	318 Children and youths (M=166, F=152)

Evaluation Questions	Indicator	Data Collection Tools	Evaluation Methods	Data Source	Sample Size
3. To what extent has this project shaped the physical environment to provide proper safe play spaces for children and youths in 4 communities?	% of safe function play spaces that children and youth have access to regularly	Play Space Assessment	Observation form for program staff to observe and assess play space	Secondary data	Observe 4 rehabilitated play space
	% of participants reporting feeling safer in their local community/play environment	Community Life Survey	5 items self-report questionnaire	Primary Data	
	% of participants reporting that sessions are accessible and inclusive	Single Item Measure for perceived inclusion	2 items self-report questionnaire	Primary Data	478 Children, youths, and adults (M=245, F=233)

Findings

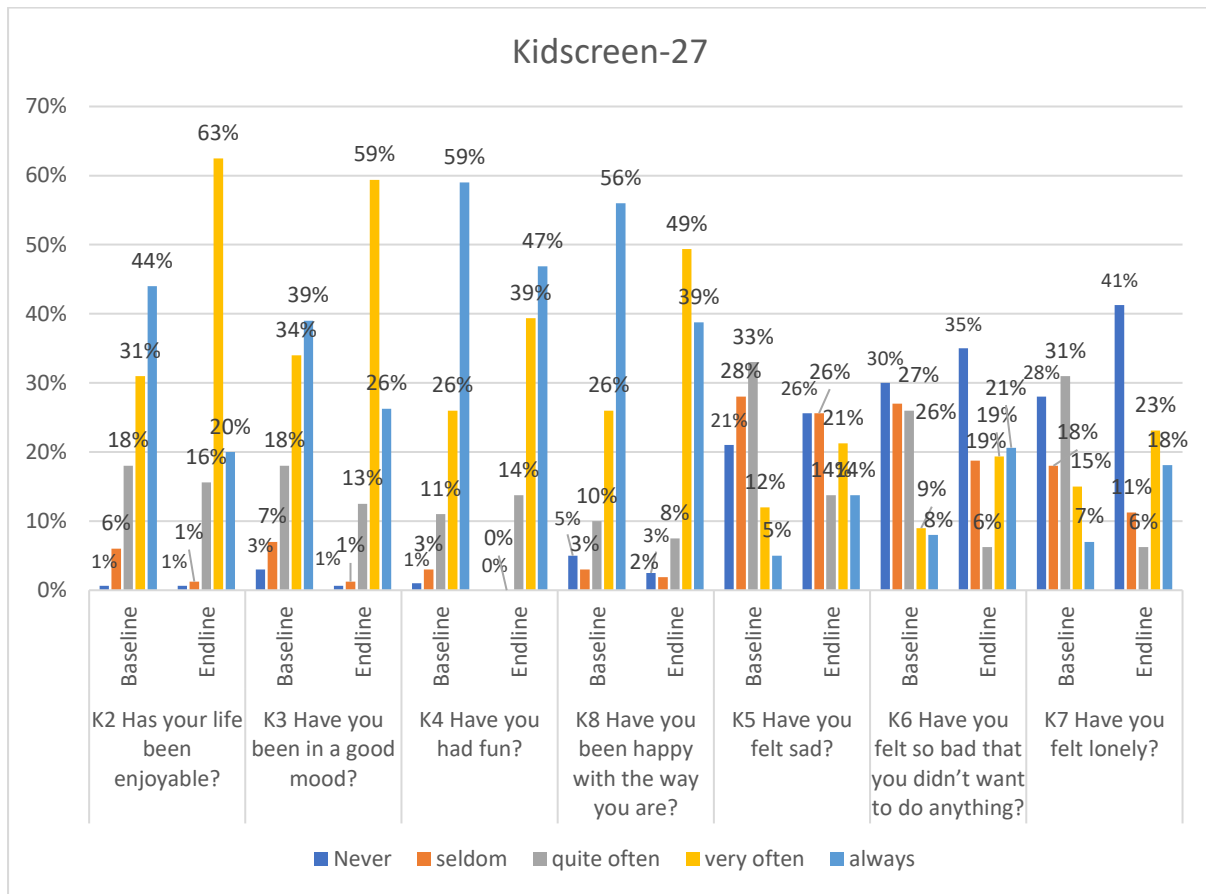
1. To what extent does this project enhance life-skills of children and youths participated in this project in 4 communities?

Overall, the life skills in targeted group havencreased as a result of the programme implementation.

The level of psychological well-being of children aged below 13 years old.

Overall, there was marginal difference between the endline score which is slightly less than the baseline values in children aged lower 13 years old. The level of psychological well-being has been assessed by Kidscreen-27., it consists of 8 self-rating scale items.

Chart 1 Score of Kidscreen-27



Regarding the tool, the items can be divided into 2 groups, positive items, which reflect positive traits of psychological well-being, such as; enjoyment, good mood, and happiness, and negative (reverse) items, which reflect the negative traits, for instance; sadness, feeling bad and lonely. The positive items are, *K2 Has your life been enjoyable?*, *K3 Have you been in a good mood?*, *K4 Have you had fun?*, and *K8 Have you been happy with the way you are?*, and the negative items are, *K5 Have you felt sad?*, *K6 Have you felt so bad that you didn't want to do anything?*, and *K7 Have you felt lonely?* The results of each part will be discussed in the following section accordingly.

Table 2 Score and difference of score of Kidscreen-2

Items		Never	seldom	quite often	very often	always	Avg	Diff	Avg diff
K2 Has your life been enjoyable?	Baseline	1%	6%	18%	31%	44%	4.11	-0.11	-0.38
	Endline	1%	1%	16%	63%	20%	4.00		
K3 Have you been in a good mood?	Baseline	3%	7%	18%	34%	39%	4.02	0.07	
	Endline	1%	1%	13%	59%	26%	4.09		
K4 Have you had fun?	Baseline	1%	3%	11%	26%	59%	4.39	-0.06	
	Endline	0%	0%	14%	39%	47%	4.33		
K8 Have you been happy with the way you are?	Baseline	5%	3%	10%	26%	56%	4.25	-0.05	
	Endline	3%	2%	8%	49%	39%	4.20		
K5 Have you felt sad?	Baseline	21%	28%	33%	12%	5%	2.49	0.23	0.237
	Endline	26%	26%	14%	21%	14%	2.72		
K6 Have you felt so bad that you didn't want to do anything?	Baseline	30%	27%	26%	9%	8%	2.38	0.34	
	Endline	35%	19%	6%	19%	21%	2.72		
K7 Have you felt lonely?	Baseline	28%	18%	31%	15%	7%	2.52	0.14	
	Endline	41%	11%	6%	23%	18%	2.66		

Overall, among children aged under 13, there was a marginal difference between the endline score which is slightly less than the baseline. As for the positive items, the average of the difference between baseline and endline was moderately lower than baseline (-0.38), while that of negative items was slightly higher than baseline (0.237). Moreover, the item k3, the endline score was slightly higher than baseline with the difference of 0.07.

In general, the project implemented the same activities for children aged below 13 and those aged over 13, however, the group of over 13 years olds had more intensive reflective sessions. Reflective sessions applied a reflective learning approach which involved looking to both successful and unsuccessful past experiences of the activities, critically analysing the events of what has been learnt or what can be improved. This crystallised and developed these personal, emotional and psychological among the participants. Therefore, the children aged 13 and more tended to report a high positive psychological well-being development as they had more reflective sessions to help them contemplate the experiences

they gained from the programme. In contrast, since the activities for children aged lower than 13 did not mainly focus on the reflection as much, their psychological well-being tended to be less developed.

As they are growing into teenagers, they are going to face more emotional difficulties and some other pressures in the near future. Therefore, facilitating the growth of psychological well-being might be one of important resources for children to be ready for the changes they have to face in the near future. So implementing reflective sessions after the activities might be a useful tool for developing psychological well-being.

To conclude, there needs to further examination to explore more about the factors related to the psychological elements with the standardized tools, as well as the contexts influence communities and people in communities as a whole system.

Psychological well-being of children and young people aged 13 – 24 and adults aged 25 and above

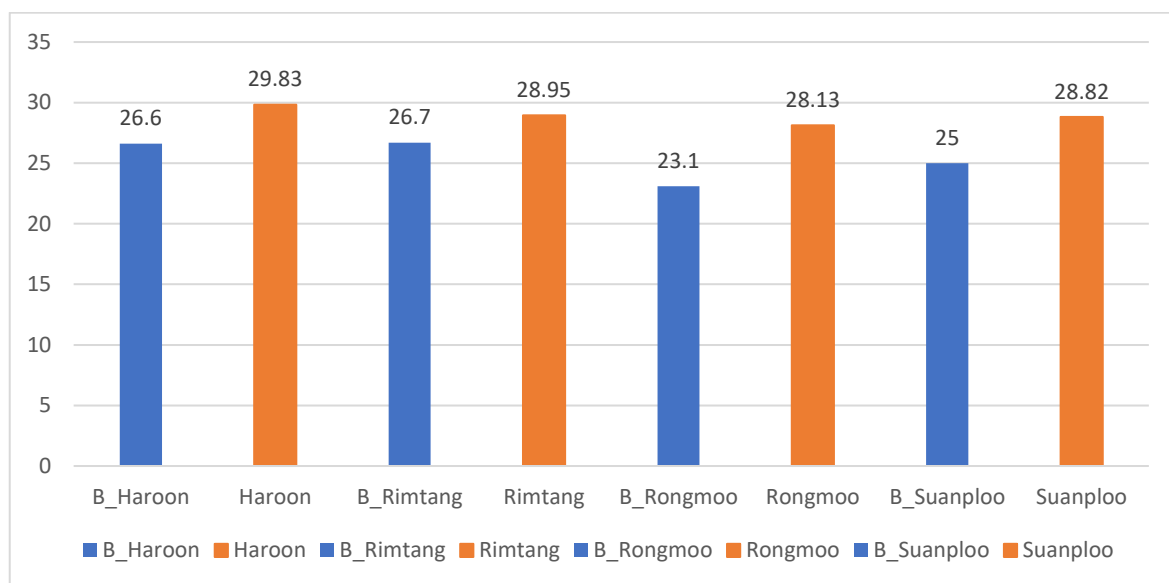
When comparing with the baseline, the results show the increase in both mean scores and the percentage of well-being levels at the endline. Overall, boys showed a higher well-being mean score than girls which is consistent with the baseline evaluation. The two communities, Haroon and Suanploo, have the highest percentage of individuals with a high well-being. This is noteworthy as Suanploo was identified as one of the communities at the baseline with lower levels of well-being on average. All communities show a decrease in the percentage of individuals with a low well-being. Overall, the evidence demonstrates that children and young people experienced an increase of well-being after the completion of RTP activities.

The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) has been used for the endline assessment. It showed an overall mean, on a scale of 7 – 35, of 28.9 (SD 3.6) which is improved from the baseline (mean = 25.5). When comparing genders, boys and girls in the endline evaluation (boys = 29.3, girls = 28.5) have higher mean scores compared to the baseline evaluation (baseline; boys = 25.6, girls = 25.3). The pattern between genders is also similar to the baseline where boys have higher mean scores than girls, while most of the children and young people have a moderate level of well-being (57%) followed by a high

level of well-being (35%) and low level of well-being (8%). The majority of children between the ages of 13 – 24 had moderate levels of well-being, except for Haroon and Suanploo which have a slightly higher number of children with a high level of well-being.

When comparing the mean score of well-being across all communities, the endline results showed an increase for all communities as shown in the figure below. One point worth noting is that the well-being from the Rongmoo baseline (mean = 23.1) has the lowest mean score between all communities. However, at endline, the well-being mean score of all communities seems to be at the same level. This may reflect that the intervention program from RTP can raise the standard for all communities.

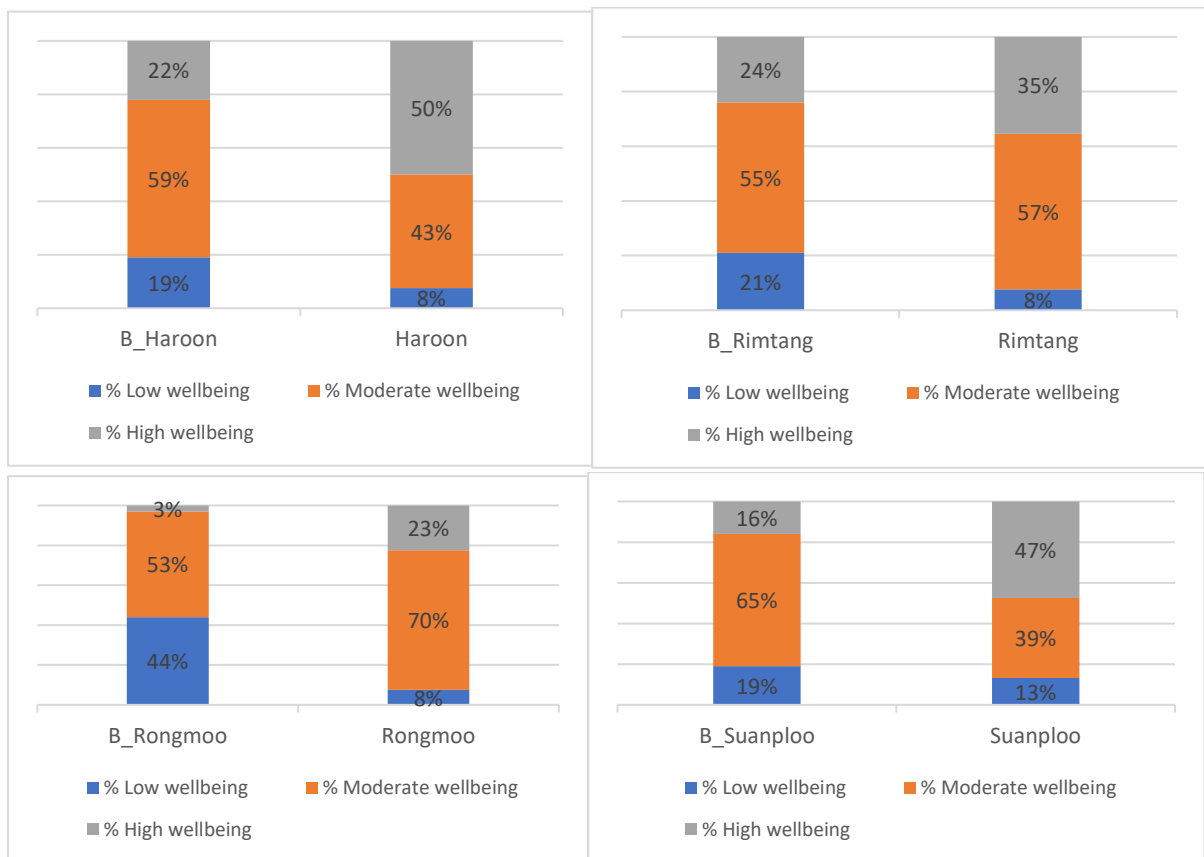
Chart 2 level of well-being for children between ages of 14-24 in 4 communities



Most adults aged over 25 showed a moderate level of well-being across four communities, however, in Rongmoo community, the majority of adults possessed a low level of well-being. However, since there were only the results of adults in the endline data, the comparison of data to reflect the progress of the project is not possible.

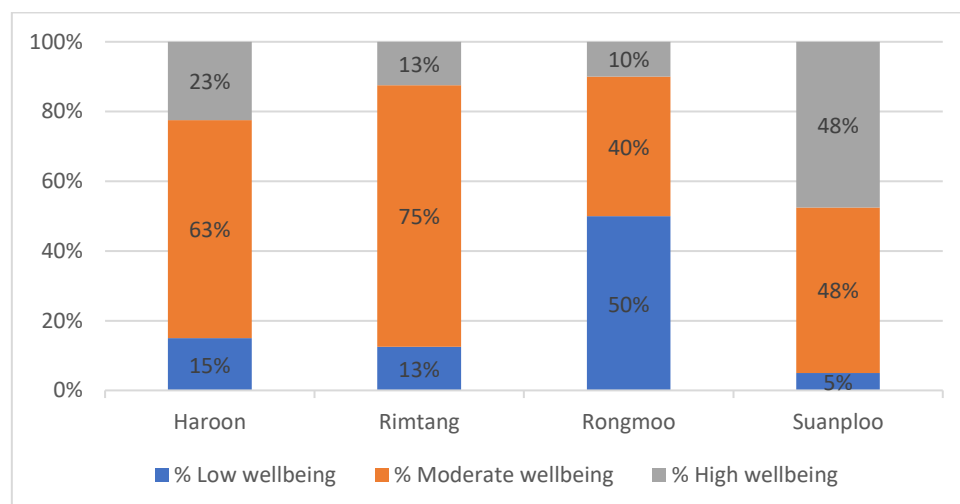
Overall, the proportion of responses as high level of well-being has been increased. The charts below illustrate the level of well-being of participants aged 13 – 24 and adults aged 25 and above by communities.

Chart 3 Levels of well-being of children and youth aged 13 – 24 by community



Haroon (baseline n = 27, endline n = 40), Rintang (baseline n = 33, endline n = 40), Rongmoo (baseline n = 32, endline n = 40), and Suanploo (baseline n = 37, endline n = 38)

Chart 4 Levels of well-being of adults aged 25 and above by community



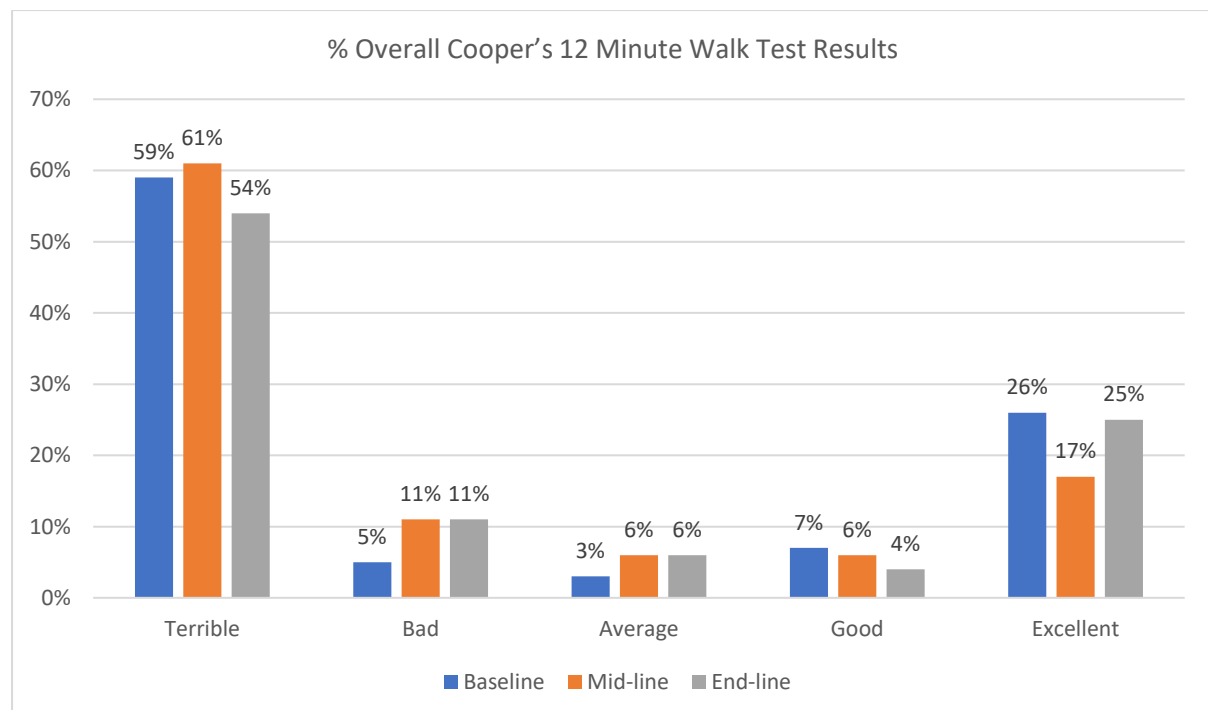
Haroon (n = 40), Rintang (n = 40), Rongmoo (n = 40), and Suanploo (n = 40)

Physical fitness of children, young people, and community members

The results of the 12 Minute Walk Test demonstrate that, overall, the physical fitness has a marginal difference among baseline, midline, and endline, while the majority of participants had ‘terrible’ physical fitness levels.

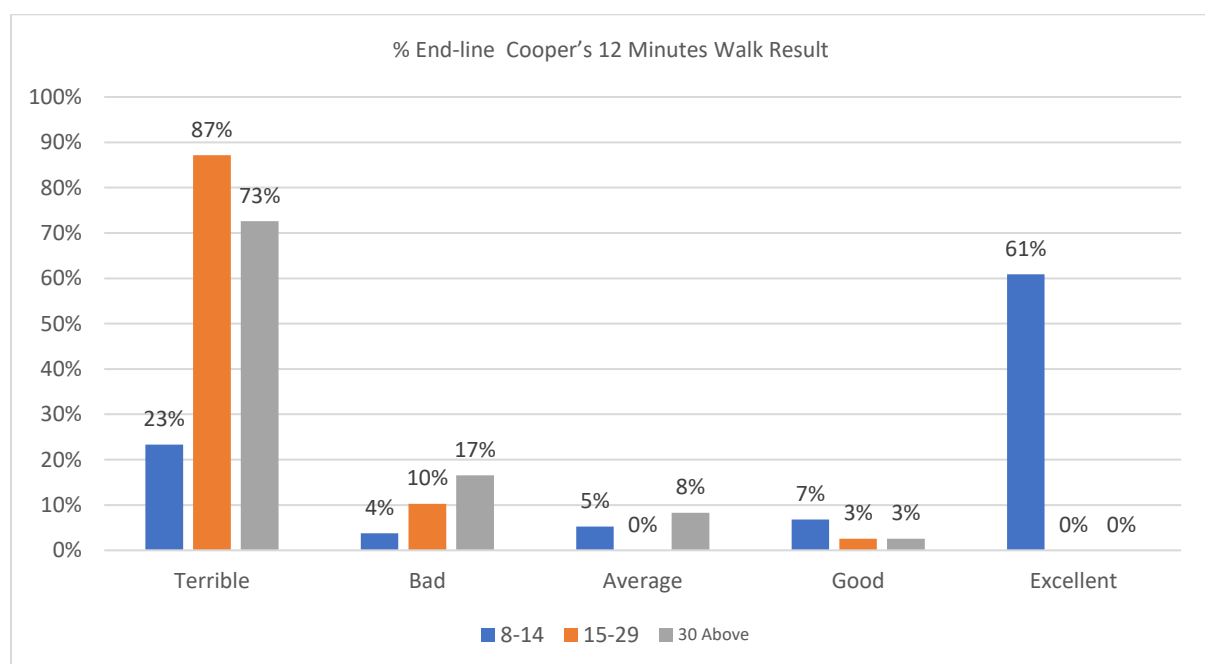
The physical fitness evaluation of Side by Side project has been assessed during the baseline in October 2020 (n=116), midline in March 2022 (n=327) and endline in October 2022 (n=329). Due to the COVID-19 pandemic, the 12 Minute Walk Test in 2021 had to be postponed to be in the first quarter of 2022. The data also presents that the majority of endline score reported that 54% (114 participants) of participants scored ‘terrible.’ The graph below presents the overall results amongst all participants at baseline, midline and endline. In addition, the lowest of overall physical fitness level is that of midline data when the COVID-19 restriction was released, thus all sport sessions were cancelled, and all RTP-led activities were modified to online activity instead.

Chart 5 Cooper’s 12 Minute Walk Test Results



The data segregation by age groups as the figure below illustrated that the majority of ‘excellent’ physical fitness levels (61%) are children aged 8–14, who are also the main target group of this project. In contrast, the majority of participants aged between 15–29 is heavily skewed toward ‘terrible’ (87%), followed by adults which 73% of participants responded as ‘terrible’. The data also indicated that both participants aged 15-19 and adult did not respond as ‘excellent’ (0%), while only 23.3% of children aged 8 – 14 reported as ‘terrible.’

Chart 6 Cooper’s 12 Minute Walk Test Results of Endline disaggregation by age groups



Moreover, the table below points out that, the number of adults who categorised as ‘terrible’ at baseline reduced from 100% to 75% at midline, and then to 73% at endline. This highlights the improvement of their physical fitness levels as the result of attaining the 3 years project. The data also suggests that, children aged 8-14 reported their physical fitness as ‘excellent’ at endline more than midline and baseline. The data in these 2 groups suggests the success of project implementation in terms of increasing the physical fitness for children aged 8-14, while in a group of youth aged 15-19 remains ambiguous and needs to be further studied.

The major challenge in the next measurement will be to concentrate on the overall exercise motivation in order to obtain accurate results from the sample group. Furthermore,

communication should be improved by using more proper word choices such as "terrible level" to "improvement required."

Table 3 Percentage of level of Cooper's 12 Minute Walk Test

Percentage of level of Cooper's 12 Minute Walk Test		Terrible	Bad	Average	Good	Excellent
Children 8-14	Baseline	35%	5%	5%	11%	45%
	Midline	29%	3%	8%	9%	51%
	Endline	23%	4%	5%	7%	61%
Youth 15-29	Baseline	71%	18%	6%	6%	-
	Midline	78%	8%	5%	6%	3%
	Endline	87%	10%	-	3%	-
Adult 30+	Baseline	100%	-	-	-	-
	Midline	75%	17%	6%	3%	-
	Endline	73%	17%	8%	3%	-

Activity levels of children, young people, and community members

Findings from Single Item Measure for Physical Activity reflected a large increase in the physical activity levels, reported by children, youth, and adult community members. There was 72% of participants reporting they spent an average of more than 30 minutes performing physical activity per day while at the endline this was 70%, day.

These findings demonstrate that the Side by Side project increased positive perception toward abilities and opportunity of performing physical activity through the rehabilitation of

play spaces, continuously delivering sport sessions, conducting sport tournaments and community events through both online and on-site activities. People in communities can then observe the benefits gained by participating in sport activities, leading to the increase of spending time on physical activities.

However, although the data suggests that participants spent more time in daily physical activities at the endline, in contrast, the physical fitness level (refer to chart 5) suggests that there was a marginal difference among baseline, midline, and endline. These phenomena need to be further studied.

Furthermore, apart from Right To Play, there were a number of physical activity campaigns promoted by many organizations, for instance, encouraging people to do some physical movements (maybe around 3 – 5 minutes) during the day, for instance, stretching or taking the stairs instead of the elevator, to promote physical fitness. If we accumulated all the time spending on these small activities in a day, it might be more than 30 minutes. In contrast, doing exercises tended to spend longer period of time, normally more than 20 minutes continuously. Thus, this needs to be clarified whether the data was from the slight body movements in a day or the exact exercises.

Additionally, using alternative approach, methods and tools, such as circuit training and personal physical fitness tracking devices may help obtaining more accurate data of physical activities, and help community coaches understand and design physical training sessions for their targeted group better.

Table 4 Summary of Participants Performing Physical Activities Per Day

<i>Performing physical activities per day</i>	Baseline n=116	Midline n=327	Endline n=329
More than 30 minutes	-	72%	70%
10 – 30 minutes	91%	9%	10%

<i>Performing physical activities per day</i>	Baseline n=116	Midline n=327	Endline n=329
Less than 10 minutes	9%	19%	20%

The result of Sport England Active Lives Survey indicated that there was an increase of score in the groups of children and adults, while in the youth group, the score slightly decreased. At endline, 60% (196) of respondents, who responded as agree/strongly agree, reported that they have the ability to be physically active, and 62% (228), who responded as agree/strongly agree, reported that they have the opportunity to play sports. Through the Sport England Active Lives Survey, two specific questions were asked around the feeling of participants about the ability to be physically active and having the opportunity to play sports. At endline, the mean score on these questions about the ability and opportunity to be physically active are 3.98 (children), 3.67 (youths), 3.73 (adults) out of 5, showing that there has been slightly increased of scores regarding children's groups, and continually improved in adult group's. This was corresponded to the result of 12 Minute Walk test of the adult group which the physical fitness levels are constantly being improved.

Table 5 Mean Score of Sport England Active Lives Survey

Mean score of Sport England Active Lives Survey	Baseline n=116	Midline n=327	Endline n=329
Children	3.86	4.17	3.98
Youth	3.70	3.74	3.67
Adult	3.36	3.66	3.73

To sum up, for adults, it is recommended to be active for at least 30 minutes per day; for children and youth it is recommended to spend at least 60 minutes per day being active. These scores show the success of the project activity which encourages adults in the community to include the physical activities. Even though the interventions are a gradual approach but increase community engagement and inclusion.

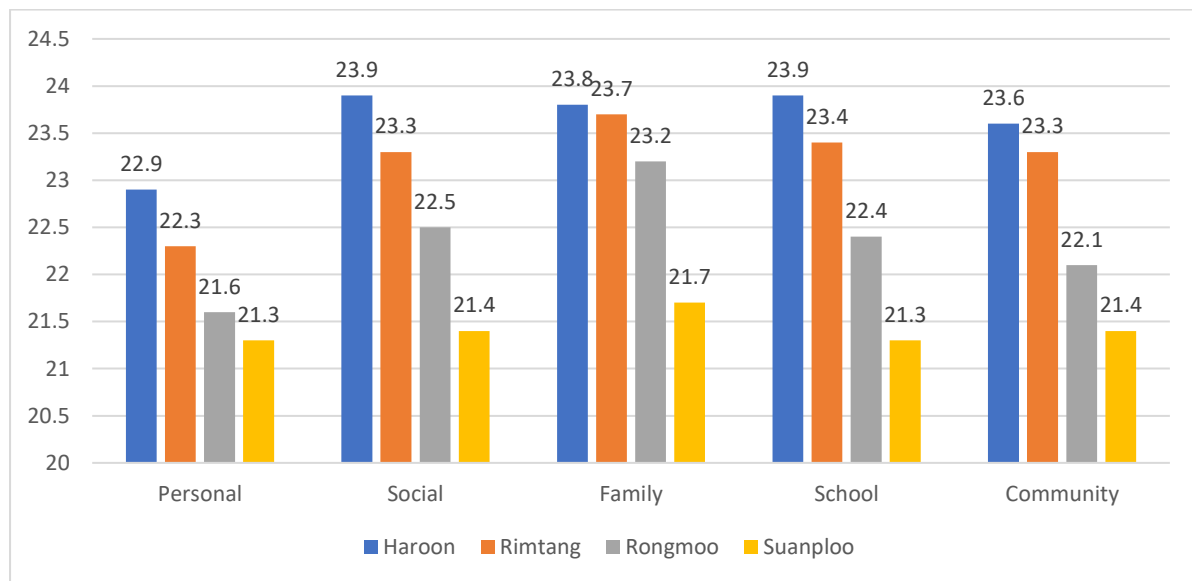
Life skills of children and young people age 13 - 24 years

At endline, we found that the majority of children and young people can be categorised into the Adequate category, which has been improved from the baseline score which stated that the majority falls into the vulnerable category. Moreover, we also found an improvement in asset-building context across all dimensions and communities.

At endline, the data of the Development Assets Profile (DAP) showed a total asset score (range 0 – 60) of 45.2, this range of score can be labeled as adequate. The finding also suggested that the majority of children and young people was classified into an adequate category at the endline, which exhibited the improvement of score from the baseline. The increase of adequate categories resulted in decreasing in the vulnerable categories across all communities.

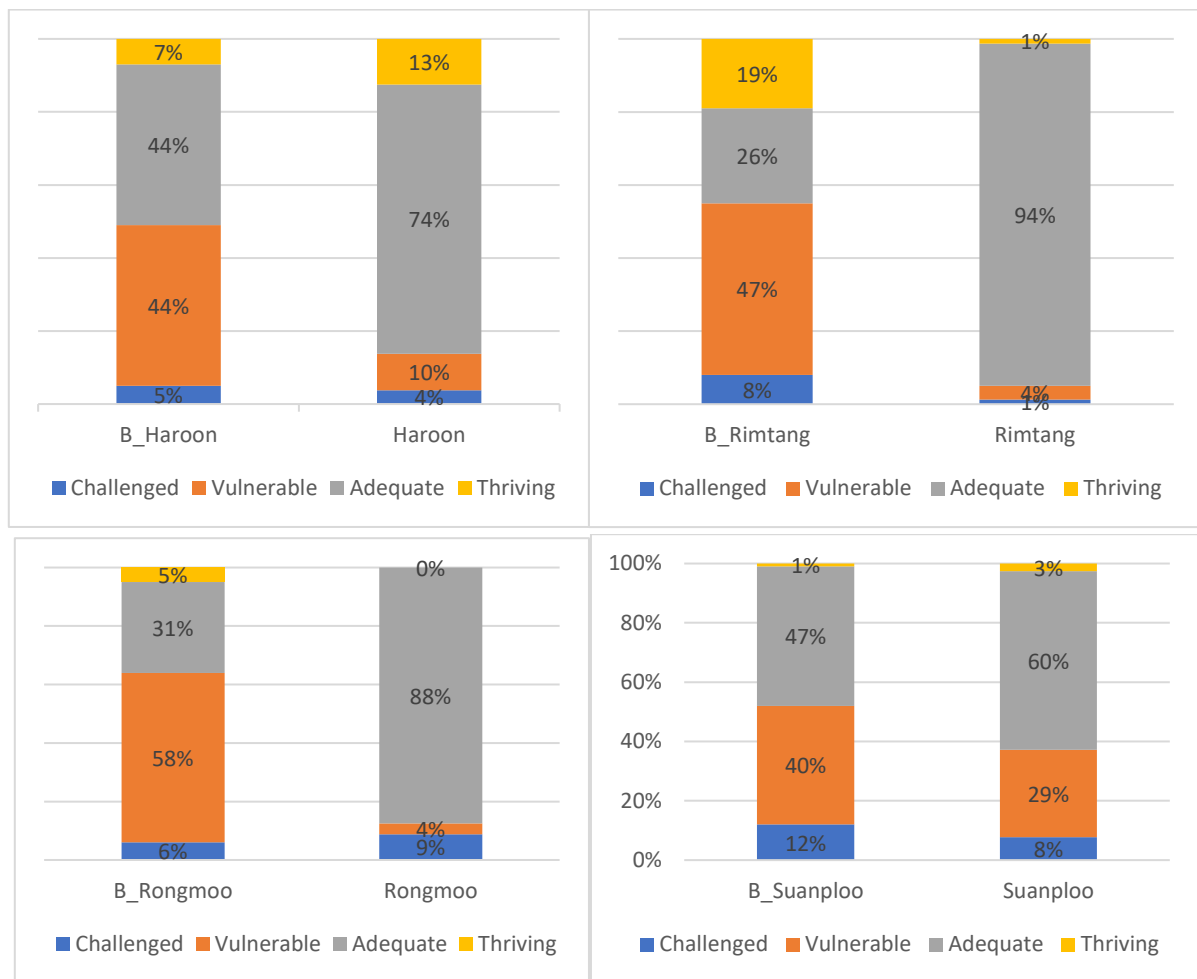
The perception of the children and young people toward the strengths and support in different contexts showed an increase in the endline score across all dimensions and communities. The lowest dimension was the personal relationship with others which was also the lowest for all communities. The Haroon community displayed the highest score in asset-building context across all dimensions as this can be seen in chart 7.

Chart 7 Mean Scores for the endline 5 Asset-Building Contexts by community (Range 0 – 30)



However, at Rintang and Rongmoo, the distribution of responses pointed out that, the proportion of responses ‘thriving’ has decreased from 19% to 1% in Rintang and 5% to 0% in Rongmoo while that of ‘adequate’ increased from 44% to 74% in Rintang and 31% to 88% in Rongmoo, as shown in chart 8. Since the youth leaders of this program, who attended the program in early states and took baseline assessment, not only participated in the project of Right To Play, but they also attended the activities run by other organizations, such as district offices and youth centres. This might lead to the discontinuity of attending the program which led to the endline assessment showing a higher proportion of ‘adequate’, while lessened the ‘thriving’ as responses. The other point to be highlighted is that, although the participants did not continuously participate in the program regularly, the level of life skills still increased. Therefore, further study should be implemented to get more of an understanding about the influence and effectiveness of this program.

Chart 8 DAP Composite Asset Score by Community



Haroon (baseline n = 27, endline n = 40), Rintang (baseline n = 33, endline n = 40), Rongmoo (baseline n = 32, endline n = 40), and Suanploo (baseline n = 37, endline n = 38)

Table 6 Mean Scores for 5 Asset-Building Contexts by community (Range 0 – 30)

community	Personal		Social		Family		School		Community	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Haroon	20.9	22.9	20.8	23.9	21.3	23.8	20.8	23.9	20.3	23.6
Rintang	20.5	22.3	20.1	23.3	22	23.7	21.6	23.4	19.5	23.3
Rongmoo	19.3	21.6	19.3	22.5	21.1	23.2	20.4	22.4	18.1	22.1
Suanploo	19.3	21.3	19.3	21.4	20.8	21.7	20.4	21.3	19.6	21.4

To sum up, overall, the children's life skills increased greatly - from vulnerable at the baseline to adequate at the endline - which indicates the effectiveness of the programme

implementation. Moreover, regarding the psychological well-being, there was an improvement among children 14 years old and above, while, among children aged under 13 there was a marginal difference. One of the differences between these groups is that the group of 14 and above spent more time on reflective sessions, while it is less focused on the group aged below 13. This suggests that the reflective session plays an important role in the development of psychological well-being. Therefore, it would be a useful tool for developing the well-being in children aged under 13.

2. To what extent has this project developed social and community cohesion, community engagement as a supportive ecosystem preventing undesirable behavior of children and youth in 4 communities?

Social and Community Cohesion

Overall, the endline scores are higher than those of the baseline. The Brief Sense of Community Scale (BSCS) has been used to collect data from 318 participants in the targeted communities. This tool has been designed to understand the community cohesion and their perception toward their communities, it consists of 8 self-rating scale items. The result of this tool will be presented and discussed as followed.

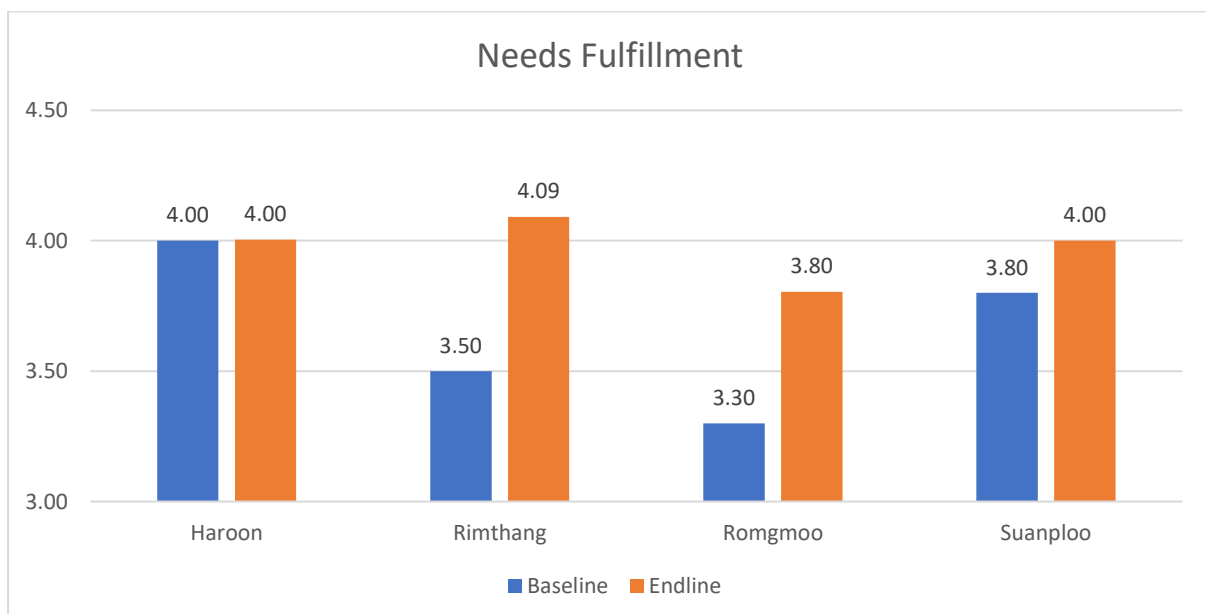
The table points out that, overall, the score of endline is greater than the score of the baseline in every aspect as a result of project implementation. Rongmoo has the highest difference of scores (0.40), while Haroon has the lowest of different scores (0.18). The increase of endline scores reflected the improvement of community and social cohesion of targeted groups in all 4 locations.

Table 7 the Brief Sense of Community Scale (BSCS): difference of endline – baseline

Community	Needs Fulfillment			Group Membership			Influence			Emotional Connection			Avg diff
	Baseline	Endline	diff	Baseline	Endline	diff	Baseline	Endline	diff	Baseline	Endline	diff	
Haroon	4.00	4.00	0.00	4.10	4.32	0.22	3.60	4.01	0.41	4.10	4.20	0.10	0.18
Rimthang	3.50	4.09	0.59	3.80	4.10	0.30	3.60	4.07	0.47	4.20	4.20	0.00	0.34
Romgmoo	3.30	3.80	0.50	3.70	4.13	0.43	3.40	3.95	0.55	4.00	4.12	0.12	0.40
Suanploo	3.80	4.00	0.20	4.00	4.27	0.27	3.60	4.09	0.49	4.20	4.28	0.08	0.26
avg	3.65	3.97	0.32	3.90	4.20	0.30	3.55	4.03	0.48	4.13	4.20	0.08	

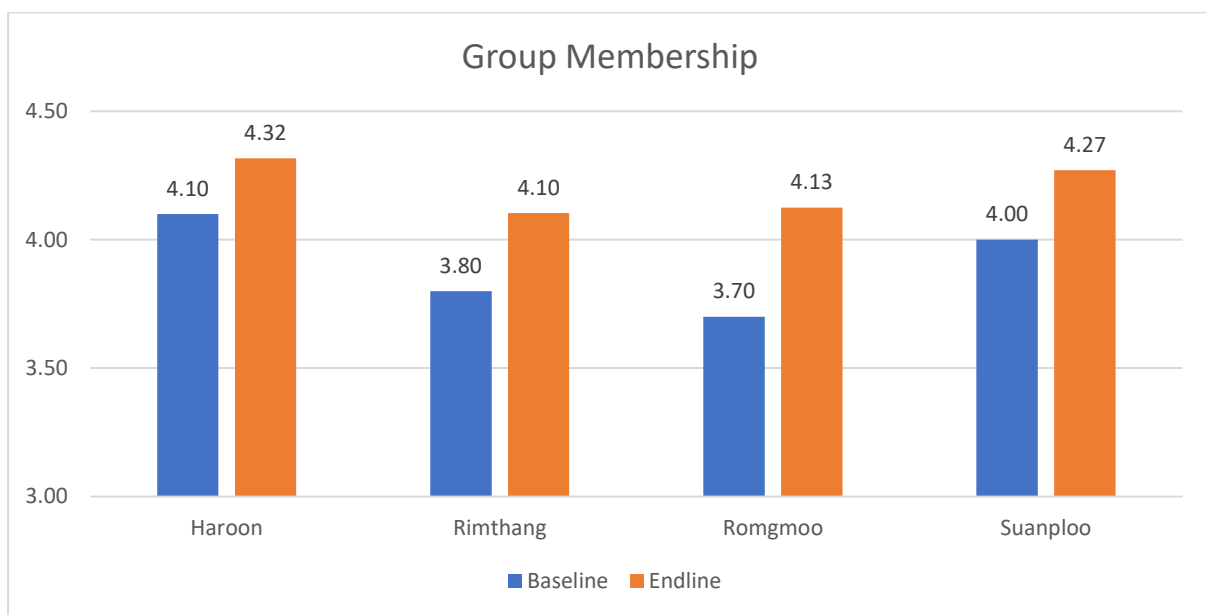
Regarding the *Needs Fulfillment*, the improvement of Rimtang community showed the greatest result, while Haroon community has no difference between baseline and endline. The success of this project, including the rehabilitation of play spaces as well as developing youth leaders, could be one of the important reinforcement factors or the feeling of being rewarded, thus leading to the needs fulfillment.

Chart 9 Needs Fulfillment



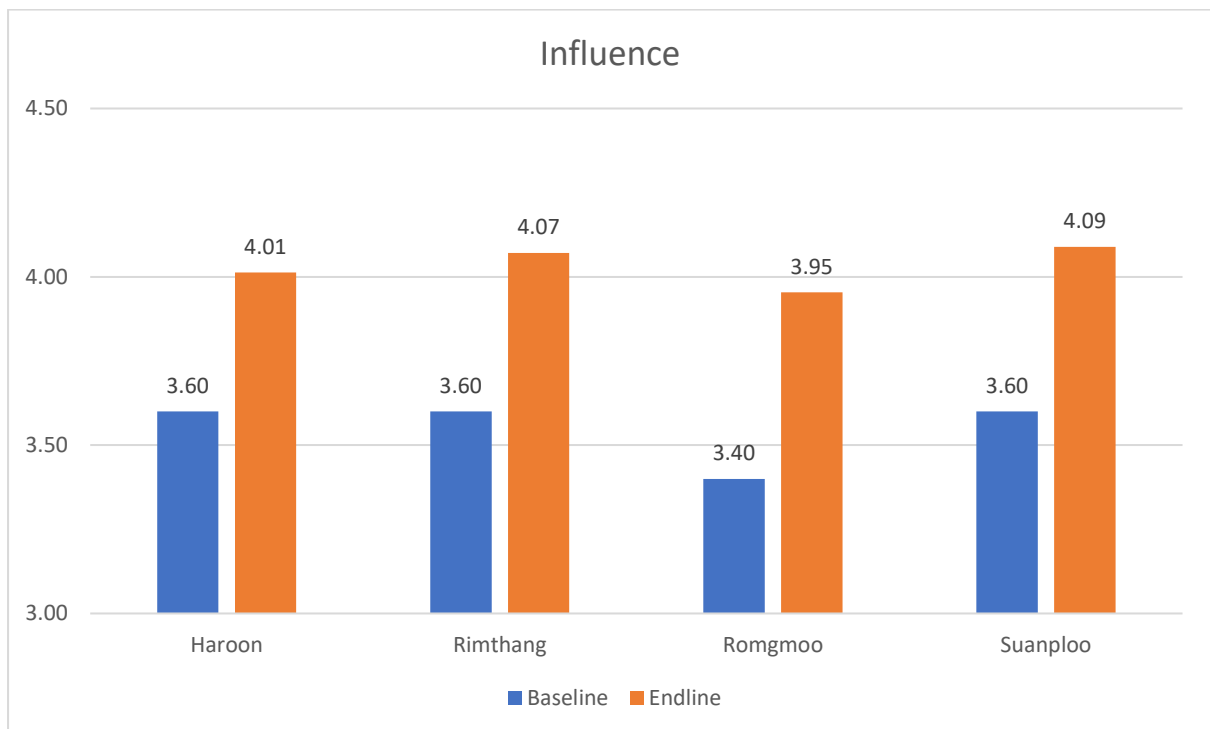
As to the *Group Membership*, Rongmoo community displayed the most advancement, while Haroon community has the lowest gap between baseline and endline. Since sports are team-activities, it then influenced the development of feeling like they are part of a team. Moreover, the programs allowed community members to express their opinions and participate in the planning process of physical space rehabilitation, leading them to feel a sense of ownership of those spaces. These then resulted in the increase of feeling of group or community membership.

Chart 10 Group Membership



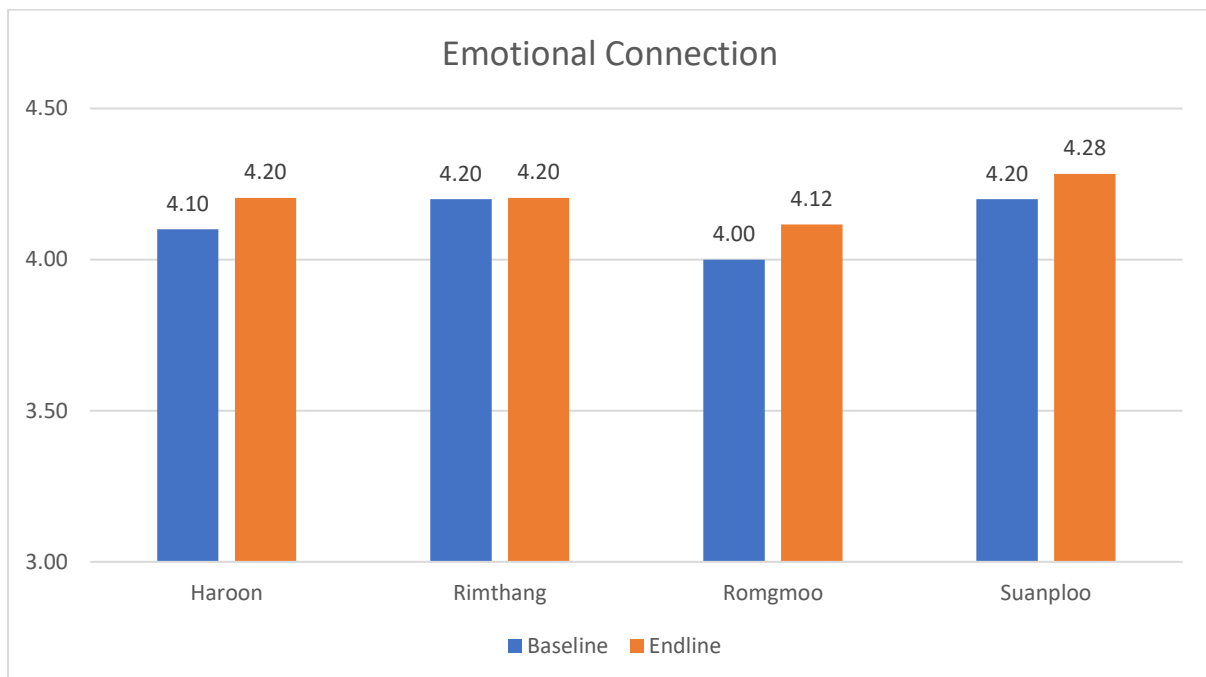
In regard to the *Influence*, Rongmoo community revealed the largest increase. In contrast, Haroon community has the smallest difference among the four communities. This might point out that, the activities provided by this program can enhance leadership of participants, together with their belief in themselves.

Chart 11 Influence



With regard to the *Emotional Connection*, the difference in scores indicate that Rongmoo community had the largest improvement. On the other hand, the gap of scores points out that, there is no difference in Rimtang community. Since the majority of activities are physical-based, which less focus on emotional attachment among people in communities, therefore, although it increased, this indicated the lowest progress of all aspects.

Chart 12 Emotional connection



The data also emphasises that there is the most growth of community and social cohesion in Rongmoo community as it ranks first in 3 aspects and has the highest average score of difference. On the contrary, Haroon community is last for 3 aspects together with having the lowest average score of difference, as it had the highest baseline score. Therefore, further study should be implemented in order to get more of an understanding of this phenomena and to identify the significant factors influenced the development of community and social cohesion. This set of knowledge will be academically beneficial to local community development in the future.

To conclude, this project implemented not only physical or sport activities but also activities that required community participation. The processes encourage children, youths, and community members to cooperate, discuss, exchange their points of views to plan all the activities, for instance, play space rehabilitation and sport events. As a result, the activities enhanced the level of social and community cohesion.

3. To what extent this project has shaped physical environment to provide proper safe play space for children and youths in 4 communities?

In this section, the findings of the endline regarding the physical conditions and the opinion of participants toward play spaces, as a whole supportive ecosystem in communities will be discussed. There were three tools employed to gather the data related to this objective, namely, the Play Space Assessment, the Community Life Survey, and Single Item Measure for Perceived Inclusion.

The Play Space Assessment

The play space assessment has been designed to observe the environment in communities in terms of availability, safety, and standard of spaces. It consists of 13 items responded as yes/no answers, together with some remarks. The result will be shown and discussed as following.

Table 8 Data of Play Space Assessment: Standards

PLAY SPACE STANDARDS	Haroon		Rimtang		Rongmoo		Suanploo	
	Y/N	Comments	Y/N	Comments	Y/N	Comments	Y/N	Comments
Level playing surface that doesn't have holes or sudden changes in elevation	Y		Y		Y	The surface is not very well leveled but it could be used.	Y	
Lack of garbage, obstacles, equipment or blind spots that could cause accidents or injuries	Y		Y		Y		Y	
No potential hazards such as a busy road, deep or fast moving water, exposed hydro	Y		Y		Y		Y	

PLAY SPACE STANDARDS	Haroon		Rimtang		Rongmoo		Suanploo	
	Y/N	Comments	Y/N	Comments	Y/N	Comments	Y/N	Comments
wires or unstable structures								
Shaded area available	Y		Y		Y		N	Cannot use the pitch between 10 a.m. – 4 p.m. as it is too hot.
Well-ventilated area free from solid, liquid or air born contaminations that may be present from factories, garbage dumps, pesticides or human feces	Y		Y		Y		Y	
Access to clean drinking water or an area where clean water can be transported to the session	Y		Y		Y		Y	
Accessible to children living with disability	Y		Y		Y		Y	
Accessible and culturally appropriate for both boys and girls	Y	In this community, boys and girls tend not to or	Y		Y		Y	In this community, it is not common for different gender

PLAY SPACE STANDARDS	Haroon		Rimtang		Rongmoo		Suanploo	
	Y/N	Comments	Y/N	Comments	Y/N	Comments	Y/N	Comments
		are not allowed to play together in the same place at the same time						playing at public space together at the same time
In a safe area and children can access it without walking through unsafe areas of their community	Y		Y		Y		Y	

The data has shown that all the spaces in 4 communities have become adequate play spaces, since all of them met most of the requirements, for instance, there are old spaces in communities where children and youths in communities commonly used for recreation, are quite safe, well-ventilated, and have access to clean water. However, there are still some minor issues which have not been fixed yet, due to some limitations.

In relation to the limitations of rehabilitation, firstly, in Rongmoo, the surface of the field is usable, but not well-leveled. Due to the constraints of budget, the large play space in Rongmoo required additional budget in order to fully rehabilitate covering all the area of the play space. Therefore, the play space in this community has been rehabilitated by filling the holes or leveling surfaces to meet the basic conditions for the activities, not to be fully completed like other areas. Moreover, in Suanploo, the space is too hot during the day. Since the play space belongs to the private sector, the rehabilitation conditions were limited to certain areas, therefore to build a roof cover in that area was not possible. Still, the area is available for certain activities.

Regarding accessible and culturally appropriate play spaces for both boys and girls, although it has become more common for boys and girls to play together, in Haroon, as the limitations of the play space's size were too restrictive, making it impossible to play more than one sport at the same time, the area need to be allocated according to the types of activities. While in Suanploo, boys and girls can do activities together under youth leaders' supervision.

To conclude, although there are some rules and belief which are important factors, which needed to find alternative ways to run the project based on the limitations and contexts. Still, there is room for development in the aspect of physical environment, social and psychological support of communities and community members which the program should work on in the future.

Community Life Survey

In this section, the data derived from the Community Life Survey will be analysed and discussed. As the responses of each item represented each aspect, as followed.

1. Feeling safe in Community assessed by question *C1 I feel safe walking through my local neighbourhood*

2. Public mindedness assessed by question *C2 People in my neighbourhood pull together to improve the local neighbourhood*

3. Diversity embracement in community assessed by question *C3 People from different backgrounds tend to get on well together*

4. Community reliability assessed by question *C4 If I needed help, there are people who would be there for me*

5. Trustworthiness of neighbors assessed by question *C5 Most people in my local area can be trusted*

The discussion of each aspect will be showed in the following part.

Overall, the endline reveals that social and community cohesion was higher than baseline as the average scores across each item increased from the baseline by the end of the project. This suggests the effectiveness of project interventions to change the views of

children and youths in communities. Moreover, the data showed that participants feel safer when walking or spending time in this area. They also feel that the members of this community are more trustworthy and are more willing to get help when they ask for it. In addition, they perceived that people in this community tended to care for the improvement of public spaces, implying that community members tended to have more public mindedness.

Table 9 Average scores and differences between baseline and endline of Community Life Survey

Items		Haroon		Rimtang		Rongmoo		Suanploo		diff
		Mean	Diff	Mean	Diff	Mean	Diff	Mean	Diff	avg
C1 I feel safe walking through my local neighbourhood.	Baseline	4.02	0.26	3.16	1.08	3.83	0.22	3.41	0.81	0.59
	Endline	4.28		4.24		4.05		4.22		
C2 People in my neighbourhood pull together to improve the local neighbourhood	Baseline	4.04	0.05	3.96	0.40	3.73	0.33	4.10	0.13	0.23
	Endline	4.09		4.36		4.06		4.23		
C3 People from different backgrounds tend to get on well together.	Baseline	4.04	0.13	4.07	0.22	3.48	0.55	3.95	0.27	0.29
	Endline	4.17		4.29		4.03		4.22		
C4 If I needed help, there are people who would be there for me.	Baseline	4.01	0.17	3.95	0.38	3.76	0.20	4.00	0.09	0.21
	Endline	4.18		4.33		3.96		4.09		
C5 Most people in my local area can be trusted	Baseline	4.17	0.11	3.94	0.36	3.41	0.48	4.10	0.18	0.28
	Endline	4.28		4.30		3.89		4.28		
diff avg			0.14		0.49		0.36		0.30	

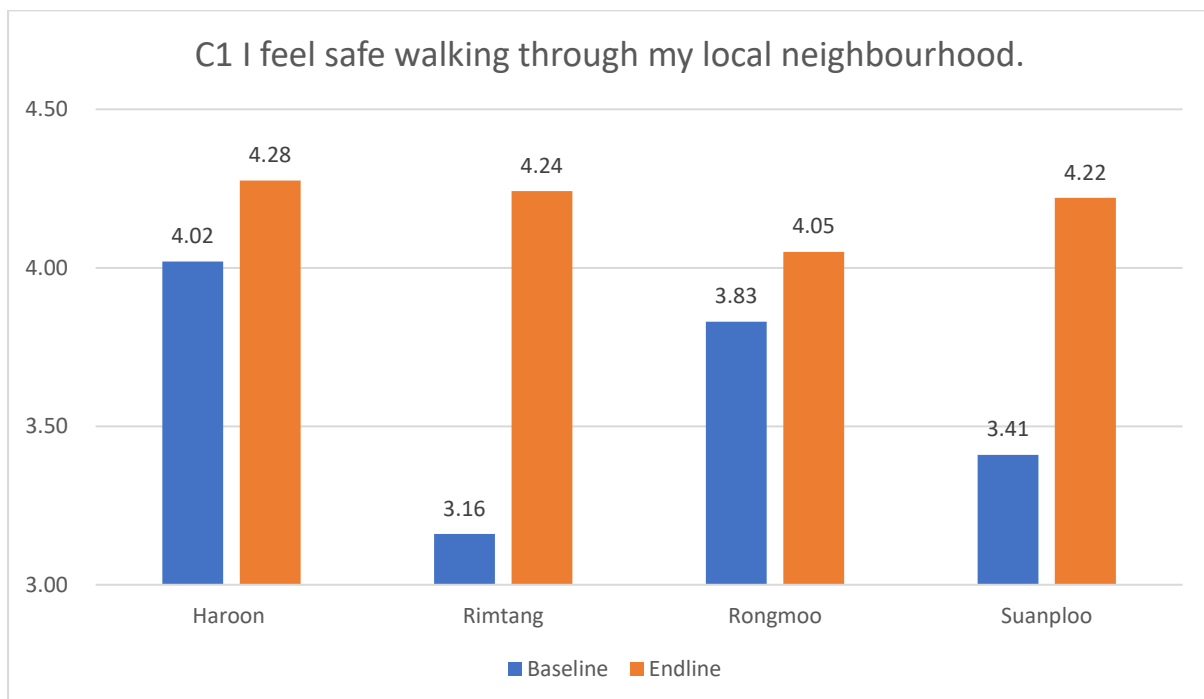
Regarding the assessing aims of each item, the following part will discuss about the improvement of each aspect accordingly.

1. Feeling safe in Community

The data of 4 communities illustrated that the average score of endline is higher than that of the baseline. Participants report feel safer when walking or spending time in the local area. Since the program is not only focused on building physical environment, but also bringing together people in communities through activities provided by the program. Participants might

feel frustrated at first that they have to join in on activities with someone they rarely know even if they live in the same neighbourhood. However, the data has shown that they have been getting familiar with each other and as a result, it makes them feel safer living in these communities. In addition, among the difference of the five items, the difference of feeling safe in community is the largest difference. This might imply that, the physical environment is one of most factors that significantly relevant to develop the sense of safety in the community. The data also highlighted that the result of Rintang community has shown the most improvement of all four. Therefore, it would be better to explore this phenomenon to understand which factors contribute to the success in developing this aspect, then this finding might be more useful when implementing new project in other areas.

Chart 13 Feeling safe in Community

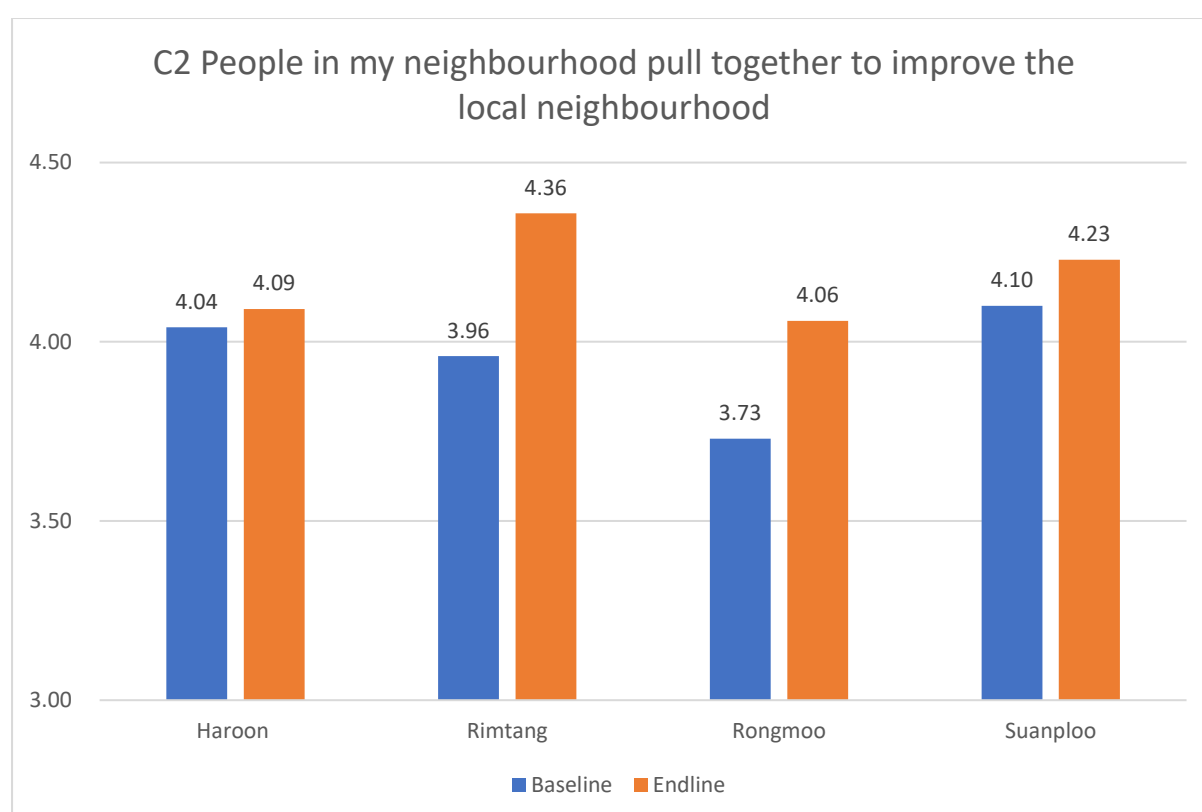


2. Public mindedness

After the project, across all four communities, participants perceived that the participation of community members contributed to the improvement of public facilities and related things had increased as the average score of endline is greater than the baseline score. This implies that the public mindedness has been increased in targeted communities. Since the program has been designed to help improving physical environment; play spaces where

people do activities together, and cooperation in community such as volunteering to be coaches, these designed activities allowed people to play and plan for improving public spaces to play together. The success of these play spaces is, without doubt based on the participants' contributions, thus, leading to the feeling of ownership of these spaces with the responsibility to look after these play spaces as the common asset of communities. The data also highlights that the result in Rintang community has shown the most improvement of all four. Therefore, it would be better to explore the context and this phenomenon to get more insight of factors that play important roles in the success of developing public mindedness. This finding might be more useful when implementing new project in other areas.

Chart 14 Public mindedness

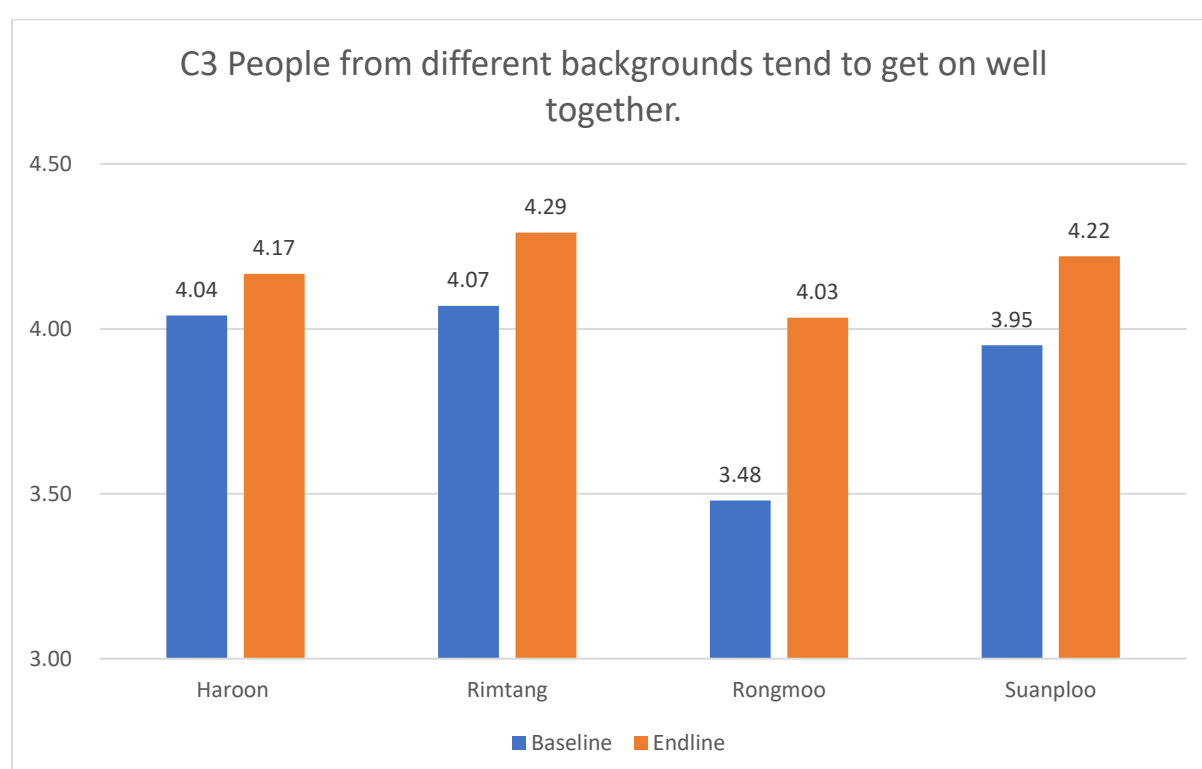


3. Diversity embracement in community

The data of four areas displayed progress of the project regarding the embracing of diversity in communities. The average score of the endline is higher than the baseline score. This indicates that the program has successfully enhanced the opinion and the practices of people in communities to cooperate and work together regardless of gender or different

backgrounds. The activities have been planned to bring together the participation of people in communities, especially, sports which develops team-working mindsets. Therefore, the outcome of diversity embracement can be expected. This suggests that, sports play an important role in developing diversity awareness. The data also illustrated that, Rongmoo community has the greatest development of this aspect. It will be useful to further observe and study the factors contributed to the improvement, making it more useful when implementing new project in other areas.

Chart 15 Diversity embracement in community

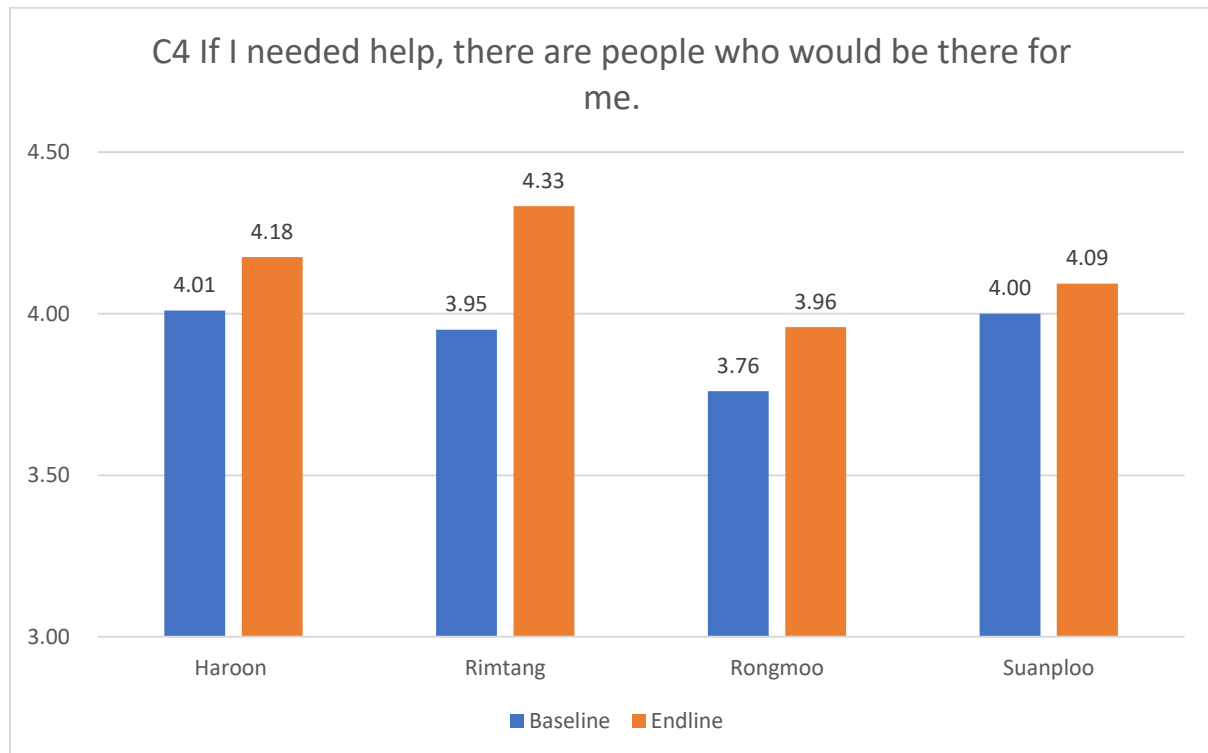


4. Community reliability

The data from four locations revealed that people in communities are more supportive and willing to help when needed comparing to before implementing the program, as the average score of endline is higher than that of the baseline. As the activities have been carefully planned and selected to enhance engagement among community members by planning, rehabilitating play spaces, as well as playing sports together, so that, participants can observe and learn to know each other more during the processes of working together. This led to the development of team-work while allowing people to exchange their opinions,

delegate tasks and responsibility, learning to help others, and more importantly, learning to rely on others when needed, since nobody can work alone. Moreover, Rintang community showed the greatest improvement in terms of positive perception towards community. Further studies should be implemented in order to get more of the understanding about the factors contributing to the increase of this aspect which will be helpful for future work in new areas.

Chart 16 Community reliability

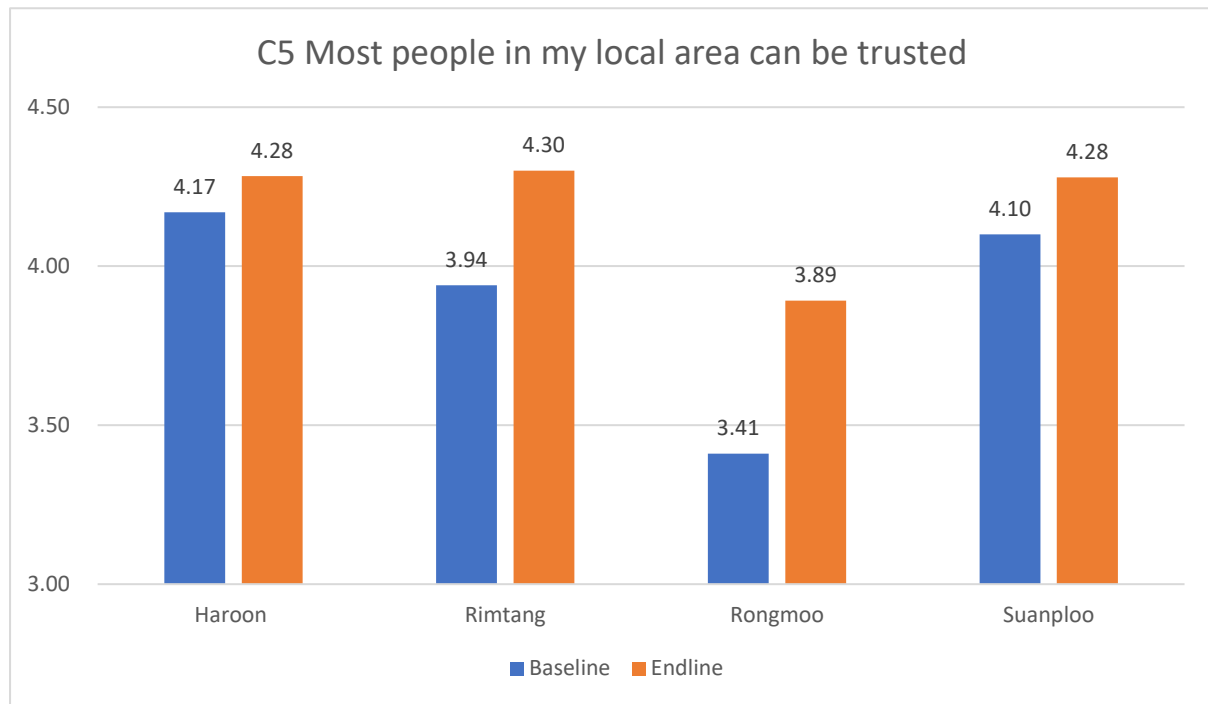


5. Trustworthiness of neighbours

The data in four communities point out that, after implementing the program, the average score of endline is higher than the baseline score. This demonstrated that the participants have more positive attitudes toward other people who live in the same community. This suggests that the activities planned by the programme are an effective tool in order to change the opinion of participants to learn to be more open and trust others. Furthermore, the data pointed out that Rongmoo community has the biggest advancement of developing trust among people in communities. The project might benefit more by implementing further studies regarding the factors influenced on developing trust and related

aspects, especially in Rongmoo community, so that, this finding can be more useful to plan and implement new projects in other areas in the future.

Chart 17 Trustworthiness of neighbors



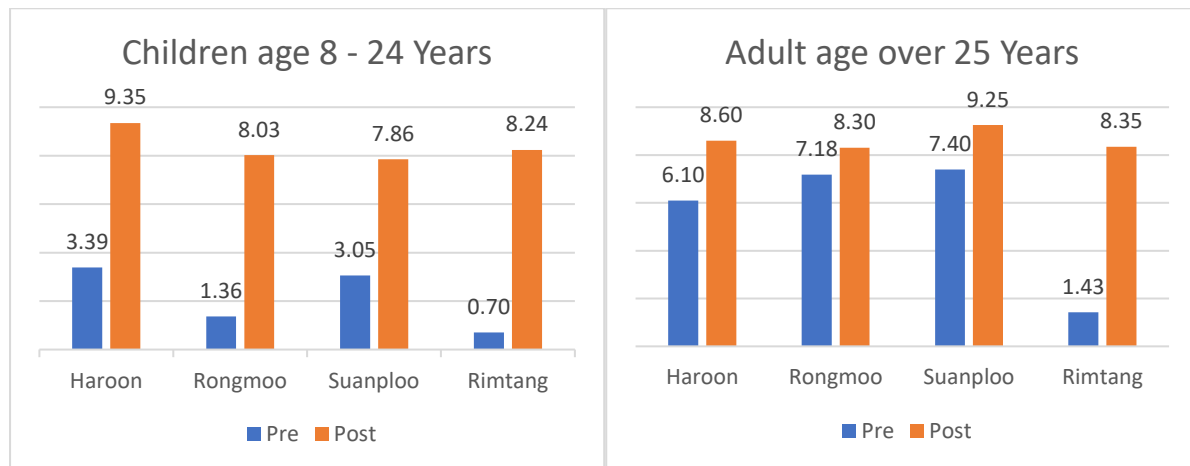
To conclude, the interventions designed by the program have influenced the development of positive perceptions toward community. Overall, Rintang and Rongmoo have shown the largest progress of scores at the endline respectively, as the score of baseline was relatively low compared to the others. In contrast, the lowest score which reflected the least advancement was Haroon which had a relatively high score at baseline. Still, it will be more beneficial to the public to further investigate more about the variables that influenced this change.

Single Item Measure for Perceived Inclusion

In the endline assessment, the participants in both the children and adult group were asked about their perception regarding the accessibility and inclusiveness of Right To Play's activities in their communities. The participants were asked to compare their opinion toward Right To Play activities before and after activities had been implemented. This was done by

asking the question *“Do you feel included? Do you think the sessions include everyone?”* for the group of children and young people aged 8 - 24 years old, and *“Do you believe that the sessions are inclusive? Do you believe that sessions are accessible to all?”* for those who are older than 25.

Chart 18 Average score of Accessible and Inclusive Score between pre and post RTP activities



The results showed that after RTP had initiated the activities in their communities, they felt more accessible and inclusive across all communities, which reflected as the improvement of score between pre and post RTP activities. Adult aged over 25 also report a perception of being more accessible and inclusive after RTP activities. However, the difference between pre and post is not greatly different in the three communities (Haroon, Rongmoo, and Suanploo). Since Right To Play not only rehabilitated the physical spaces in communities, but also facilitated the change of ecosystem that helps reshape the practices and perception of people in communities through designed activities run with the help of youth leaders. Therefore, these increased the level of participation of children and youths in community's activities, together with the mindset of people in community to embrace diversity, including children and youths, which resulted in feeling more inclusive of targeted group.

In short, the rehabilitation of play spaces in communities allows community members, regardless of age, gender or any other status participating in the community events and activities together, for instance, sport sessions and tournaments. Those activities also require cooperations among members to work for the communities, these then enhance public mindedness, trustworthy, feeling safe, and eventually increased inclusiveness in communities

Conclusion

The outcomes of the Side By Side Project have been successfully achieved through the planned interventions. The project develops the participation of community members, coaches, youth leaders, as well as facilities and play spaces, for the communities to run their own activities with the support from Right To Play and related stakeholders. This then helps improving the life skills and well-being of children and youths in targeted communities, increase the level of social and community cohesion, together with the inclusiveness in communities. Furthermore, this project also gets the support from the Liverpool Football Club Foundation, which provide professional coaches to train community coaches. Moreover, Right To Play not only supports the community by delivering the planned activities but also provides sponsorship, such as; sport equipment, as to help the disadvantaged children and youth to be able to play sports with others.

Overall, the findings indicate the success of project implementation across the three project outcomes. The data also shows some room for improvement which will be presented in the next section.

Part 3

Limitations and Recommendations

1. The statistical significance of the improvement of the key outcomes between baseline and endline cannot be assessed due to data limitations and research design. To assess statistical significance, the raw data of each period, baseline and endline, are required. Since only the raw data of endline is available for statistical testing, therefore, it was limiting to assess whether the changes are statistically significant or not. Furthermore, to statistically compare the difference between baseline and endline, it requires paired t-test, which the participants need to be the same for both periods of time or match-paired by research design. Unfortunately, some participants of this project have not been able to participate throughout the program or in the endline assessment due to some limitations, for instance, attended other programs provided by other organizations. Therefore, in future projects this could be considered where the uncontrolled variable could be minimized.

2. In this project, the data collection framework has adopted cross-sectional design which gathered data from the sample group at both baseline and endline. The data of this research design reflects the overview progress of the project, which can be categorised into each community depending on the availability of data. The samples of baseline and endline might differ is the main constraint of this approach. More importantly, in order to get more precise data whether each individual has developed or not can be possibly done by adopting the longitudinal design, which helps revealing more accurate data by comparing each individual's data. However, it might cause some difficulties of program staff to manage and collect data from a large number of participants.

3. There was a slight inconsistency between subjective (self-report) and the objective (objective) assessment. According to the results, the participants improved their awareness of and motivation to engage in physical activity and well-being, however, the result did not completely align with the level of physical fitness.

It is possible that the data collected on time spent on the physical activity each day in the data report may not be clearly differentiated between 1) the time spent on tiny movements all day, for instance, walk up the stair for 5 minutes then time a day, or

2) it was the time spent on exercises during the day, which normally takes more than 20 minutes continuously. The enumerators may refer the guidelines of "Aerobic Activity" to familiarize the sample group prior to launching the assessment. (USDA Exercise Tips, <https://health.howstuffworks.com/wellness/diet-fitness/exercise/usda-exercise-tips.htm>)

Therefore, by equipping the target group with more knowledge about health and physical fitness, they will be able to make better choices about maintaining a healthy lifestyle, which indirectly helps the project received more accurate information about how to maintain the right health. Furthermore, other gadgets or tools that can monitor a person's physical status and collect relevant data might also be useful, since they can provide accurate data in real-time to be analysed.

4. The psychological well-being data of the baseline suggests that there might be no major changes in children aged lower than 13 years. In this group, children will soon become teenagers, which tend to face more emotional difficulties, thus, it would be more beneficiary to the children in communities if they are exposed to more knowledge and prepared for the changes in their life and the problems that might arise in the near future.

Moreover, since reflective sessions might be a factor contributing to the development of life skills, implementing more in-depth reflection will tend to benefit children aged under 13 to grow life skills. In addition, developing more youth leaders might be another answer to expand the size of target group covering more children in communities.

5. Regarding the well-being development as a result of project implementation, overall, the project exhibits the outstanding results in improving the well-being of children and youths in communities. Therefore, further studies are required in order to get more understanding of the knowledge and factors contributed to the development of the well-being and life skills. This knowledge will be beneficial to other communities or government agencies responsible for community and social development or related organisations.

6. The physical fitness tests that were conducted at community events were voluntary. This resulted in an uncontrolled group of participants. Some participants who regularly attend Side by Side activities might not participate in the physical tests at the baseline. This might affect the results of the score of the Cooper's 12 Minute Walk Test since the data might not

from the same group of participants. Therefore, further measures need to be taken to improve the precision of the data for future implementation.

Overall, the implementation of the three-year project has succeeded in the three main outcomes. The interventions implemented in the project included regular sport sessions, life skills training, youth-led activities, community events and the events run by partnership organisations. The first outcome shows distinguished success toward improving the life-skills of targeted groups as discussed in the data analysis chapter. On the other hand, the outcomes on physical fitness requires further intervention. The endline evaluation is an essential tool displaying the success of the project, together with uncovering strengths and challenges in communities which will be useful for sustainable development interventions in the future.