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FIELD PRACTICUM REPORT

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EFFECT OF SOCCER ON DEVELOPMENT OF SOCIAL CAPITAL: EVALUATION OF SOCCER
FOR KIDS COMMUNITY DEVELOPMENT PROGRAM

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Statement of Original Work

"I hereby declare that the field practicum submission is my own work and to the best of my knowledge it contains no materials previously written or submitted to the Global Health Department by another person, except where acknowledgement is made in the report. I also

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Table of Contents

Abstract	5
Background and Structure:	6
Definition of Terms.....	6
Background	7
Field Practicum Program/Intervention	9
Purpose of the Field Practicum	9
Project Objectives	9
Methods	10
Literature Review.....	10
Survey	12
Interview.	15
Results.....	16
Survey.	16
Interview.	22
Discussion	25
Findings.....	25
Relevance of findings.....	26
Limitations.	27
Recommendations.....	28
References.....	31
Evaluation of Field Practicum.....	33
Field Practicum Competencies Applied.....	33
Formative evaluation.....	33
Cross-cultural setting.	33
Apply scientific evidence throughout program planning, implementation, and evaluation.	34
Communicate lessons learned to community partners and global constituencies.....	35
Training in Specific Techniques or Methods Not Previously Encountered.....	35
Other Work/Responsibilities	36
Summary of Key Observations and Lessons Learned	37
Degree to Which Global Health Course Work Related to Field Practicum.....	39
Value of Field Practicum in Preparing for Public Health Career.....	40

Adequacy of Support From School of Public Health and Soccer For Kids.....	40
Appendix A.....	41
Evaluation Plan.....	41
Appendix B.....	50
Survey (English).....	50
Appendix C.....	61
Survey (French).....	61
Appendix D.....	74
Final Evaluation Report.....	74
Appendix E.....	93
Competencies Matrix.....	93

Abstract

The Soccer for Kids program operates on a minimalist model emphasizing the use of soccer as a tool for community development. The primary program input has, in the past, been a conventional air-filled soccer ball, but a new, “indestructible,” ball is being introduced. Since the program’s inception in 2011, Soccer for Kids has not conducted a formal evaluation. This practicum was used to produce a formative evaluation and baseline data to measure change over time. In order to focus the data collection effort, interviews were conducted first with the program managers, and then a literature review conducted using themes from interviews. Social capital emerged as a survey measurable topic, and previous work had been done with materials available for adaptation to the Soccer for Kids program. Surveys were carried out with 50 participants and 49 non-participants in Soccer for Kids. Findings were reported as frequency statistics and analyzed using chi-square or Fisher’s exact test. In general, all indicators yielded no difference between groups, and most Likert scale reported data were skewed toward extreme positive opinions. This could have been a result of respondents not understanding questions due to translation issues, or desire to please surveyors to seek further funding. It was also seen that there is no significant difference in participation in NGO programs among groups, and that many people report living with parents and socializing with family rather than unrelated friends and strangers. The report and data set will be used by Soccer for Kids to seek funding. This practicum presented several obstacles, including surveyors changing the data collection tool, the need for local translators, and statistical issues that were not anticipated. It was enlightening to learn the realities of conducting evaluation in a developing country, and how to manage a program remotely.

Background and Structure:

Definition of Terms

Social Capital: A theoretical framework describing the relationship between all aspects of social life, such as, "...networks, norms, and trust," which will then create an environment where common goals can be pursued (Putnam, 1995a).

Bonding Social Capital: Term used by many to define the relationships between an individual and their family (Sabatini, 2008). Putnam defines this as a set of strong, "in-group," ties, which can create some measure of stability and support, but result in, "out-group," antagonism (Putnam, 1995a).

Bridging Social Capital: Bridging social capital is used to define the strength of social network extensions outside of the atomic family. Importantly, bridging social capital refers to weak informal ties which act as a link between the individual and opportunity to engage in meaningful interactions, whether economic or social, and can form the foundation for a strong community (Putnam, 1995a; Sabatini, 2008).

Linking Social Capital: This term was put forward by Sabatini as a distinct measure of connection to the political process and access to representation in government, financial opportunities, or social power (Sabatini, 2008).

NGO: Non-governmental organization.

SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats analysis is a tool used to analyze internal organizational strengths and weaknesses and match those to external threats and opportunities.

HDI: Human Development Index. This is a tool developed by the United Nations Development Programme as an indicator of social and economic development.

BMI: Body Mass Index, calculated by dividing body mass in kilogram by height in squared meters.

Background

In Niger, West Africa, there is a scarcity of opportunity for children to play and enjoy themselves. Niger is a land-locked country that is currently ranked 186th of 186 countries measured in the 2013 HDI rankings with a score of 0.304 making it the most poorly developed place in the world in terms of income, life expectancy, and education (Malik, 2013).

Geographically, Niger is divided into 8 regions, 36 districts, and 256 communes. Liboré is a commune just south of the capital city of Niamey, and has many economic and human development problems, including poverty, illiteracy, hard labor for women, and epidemic disease (Madougou, 2005). Given these development problems facing people every day, *Soccer for Kids* founder, Mike Mitchell, saw an opportunity to provide an outlet for people to experience something other than pain in everyday life through soccer.

The realization of the utility of a soccer ball in connecting with, and enriching the lives of the people of Niger came during Mike Mitchell's stint with the Peace Corps in Niger, during the 1980's. Mitchell travelled to Niger with the Peace Corps with the advice from a friend to bring soccer balls. During his stay, he witnessed suffering on a grand scale with the onset of one of the worst droughts in recorded history, but found that soccer was a massive pleasure for peoples of various regions as it brought happiness to the people who he came into contact with. Soccer was the tool that Mike chose to use in order to provide the people of Niger with a spark of hope and

happiness in the context of a lot of daily challenges that might otherwise leave people feeling downtrodden.

The guiding principle for *Soccer for Kids* has not changed since its inception as a separate entity, *Project Play Africa*, which was based upon Mitchell's thesis for his MA in Physical Education from Chico State University. Since Mitchell has worked in Niger there has been no formal program plan or structure, but interest in his work has steadily grown. This led to the eventual pairing with *Pencils for Kids*.

Soccer for Kids is a project that was formed in 2011 through the Canadian private volunteer-only, non-governmental organization *Pencils for Kids*. *Soccer for Kids* is a program that introduces soccer balls into the community, trains the community on how to form leagues, referee, coach, and provides explanation regarding game rules. *Soccer for Kids* is a follow-up from an earlier project called *Project Play Africa*. The founder of *Project Play Africa*, Mike Mitchell, is the director of *Soccer for Kids*. The organization works through a local non-governmental organization, *Libo NG*, who manages operations and distribution in the local area. The primary input for this program is a typical, air-filled soccer ball, which is not durable enough to withstand continued use on the hard playing surface available in the *Soccer for Kids* service area. Now, *One World Futbol* has made a donation of nearly 12,000 "indestructible" soccer balls, which represents approximately \$500,000 in value. Thus, the program now has a major donor backing, and is set to expand the area that they serve. The expansion occurred during the course of this practicum, but previously two hundred "indestructible" balls had been donated by *One World Futbol*. This donation represented a substantial increase in capacity for *Soccer for Kids*, and required a focusing of the program. Given the lack of formal structure to program activities

there was a need to be able to generate results that could quantify the previously stated goals of making people happy.

Field Practicum Program/Intervention

Purpose of the Field Practicum

It was earlier indicated that *Soccer for Kids* has no formal program plan in place to guide activities. Through consultation with the founder, Mike Mitchell, it was determined that the most pressing need for the organization was to conduct an evaluation to begin monitoring changes in the community that are brought about by soccer activities. So, this field practicum is meant to provide *Soccer for Kids* with a baseline, formative evaluation report, and a data set that can be used to measure changes in service area over the life of the program. In addition, the interview aspect of the practicum is meant to produce a set of ideas that key members of the organizational staff have about *Soccer for Kids*' place in the local environment, and areas where the organization can grow.

Project Objectives

Objectives set for the practicum were:

- Review Literature to generate indicators for the program that can be easily measured using the fewest resources possible
- Conduct interviews with local partners to obtain opinions of strengths, weaknesses, opportunities, and threats for *Soccer for Kids*
- Completed survey conducted with one hundred individuals, split evenly among parents of children who are and are not participants in *Soccer for Kids* program.

- Generate a formative evaluation report to be used in guiding future program planning, grant seeking, and evaluation activities

Methods

Literature Review.

The literature review was preceded by a series of conversations, or semi-structured interviews, in which the goals of the program leadership were obtained. Themes yielded by the interviews were a shared emphasis on giving children and families an outlet from the hardships they face in daily life. There was also some interest expressed in giving *Soccer for Kids* a set of unique indicators, which meant not using associated educational indicators that might share influence with *Pencils for Kids*. Literature review was also focused using websites of sport for development organizations, although these yielded little in terms of actionable indicators. An initial search of the literature looked for, “happiness sport,” and yielded a result of the Canadian National Survey of Giving, Volunteering, and Participating (NSGVP), which measures civic engagement as a result of participation in sport (*National Survey of Giving, Volunteering and Participating*, 2000; Rajulton, Ravanera, & Beaujot, 2007). From there further research was conducted to assess the suitability of such a measure to the context of Niger.

The terms used for initial literature review were restricted to, “*social capital sport*,” and the review was conducted on Jstor, Ebsco/Academic Premier, and Google Scholar. This search yielded a large amount of literature, so only development specific papers were included. What was found is a lack of literature dealing with social capital development in developing countries. Social capital has been linked with economic and human development, but literature focused only on developed countries. One paper found that in Italy there is a stark difference between the

amount of leisure time spent with family as opposed to leisure time with unrelated friends, measures of *bonding* and *bridging social capital* respectively (Sabatini, 2008). Research in Canada has shown that youth sport participation has a strong correlation to greater community involvement, a proxy measure of social capital, which had no significant decrease with age (Perks, 2007). Another study found that organized sports involvement during the high school years of American students was linked to higher academic achievement, which represents a link between increased sport participation and higher educational attainment (Jacquelynn S. Eccles, 2003). In a seminal work by Putnam, social capital development was associated with increased levels of political participation, and the effectiveness of the democratic process (Putnam, 1995a). Putnam identified sport as a tool for development of social capital by bringing together people who may otherwise not interact and building relationship and shared identity through it (Putnam, 1995a). The evidence base of sport and social capital development is replete with evidence based upon developed nations, but evidence is scarce regarding developing nations.

In fact, only one study found in the process of this literature review dealt with a nation that might be considered as developing and that shares some population characteristics with Niger. An economic analysis in Pakistan found that using social capital indicators in a model with human capital produced stronger correlation with economic growth given every level of education, which is a typical indicator of human capital (Amir, Mehmood, & Shahid, 2011). This, paired with the findings from developed nations, led to the selection of social capital as the indicator to be uniquely identified with *Soccer for Kids*.

Literature was sought for guidance in developing a model for the survey portion of this project. There are several papers that use the NSGVP and that discuss the use of the survey to address research questions (McClintock, 2004; Perks, 2007; Rajulton et al., 2007). The survey,

though good for long term measures, does not meet exactly the needs of the *Soccer for Kids* service area, but provides material that can be adapted to meet the organizational needs.

Research by Sabatini highlighted the use of socialization as a means for measuring social capital, which is also used by Putnam to emphasize the value of sport in facilitating socialization amongst groups of people (Putnam, 1995a; Sabatini, 2008). Other sport for development programs tend to focus on associated services, such as HIV/AIDS education indicators, knowledge indicators, and life skills indicators but literature search yielded no social capital specific development for sport indicators.

Quantitative measurement of social capital requires the use of proximate models, because social capital is an unobservable phenomenon. On a national scale work has been done in Canada to assess social capital through the use of the NSGVP, which gives a point in time measure of civic engagement (*National Survey of Giving, Volunteering and Participating*, 2000). In the sport-for-development context typical evaluation models focus on measuring “community development”, which encompasses social capital as community relations, through the use of logical frameworks and participatory evaluation methods (Levermore, 2011).

Qualitative measures have been used, with interviews being indicated in literature as a method to gain insight into locally nuanced social network and social capital formation (Batjargal & Liu, 2004; Levermore, 2011). The literature review was done to focus the evaluation plan, and the metrics identified incorporated into measurement tools. The evaluation plan that resulted from the literature review can be found in Appendix A.

Survey.

In developing the survey, the NSGVP was drawn upon to form the basis of questions dealing with trust indicators involving neighbors, government, NGOs, and satisfaction with

health services (*National Survey of Giving, Volunteering and Participating*, 2000). Using the NSGVP as a guide, three questions were adapted and replicated for each target group, neighbors, government, NGO, and local governance committees; referred to as village committees in survey. Each response poses a different statement to respondents, which is meant to measure the extent to which the respondent trusts each group. The first statement was only about neighbors. The statement posed was that neighbors can be trusted to care for one's livelihood. Next, respondents are posed the statement of whether they trust the specified group with making correct decisions for their community. Then, they were given the statement that the group in question is generally honest and trustworthy. Finally, if the respondent needs help that a specific group can be counted on to provide help. Each response was given a five point Likert scale response set, which ranged from: "1- strongly agree," to, "5- strongly disagree."

The research conducted by Sabatini was also adapted for use in the local context to attempt to obtain quantitative difference between the amount of time spent socializing or making contact with family, unrelated friends, and strangers from within and outside of the community (Sabatini, 2008). Time responses were broken into interval values that were assigned points on a five point Likert scale. The intervals were non-equal and ranged between zero and seven days, with the highest value indicating seven or more days out of any given month.

Remaining questions dealt with demographic characteristics, such as age, sex, educational attainment, and marital status. Participants were asked about participation in Soccer for Kids in order to generate indication of the service group demographic characteristics. Respondents were asked to indicate participation in local governance and other NGOs, which was coded as count data. This was to assess for self-selection bias amongst the groups. It was assumed that participating in many organizations or committees would be relatively rare, which

would be a count of five or more. That assumption meant the most appropriate test was the Poisson regression, which uses continuous indicators to estimate influence on probabilities in count data. To do this the count data were regressed on age, education, and gender. Subgroup analysis was not performed, because the purpose was to judge whether or not the associated demographic variables were influencing factors on the participation in organizations or local governance. The English version of the survey can be found in Appendix B.

The surveys were translated to French from English using the *Google Translate* program. The translations were to be checked by the surveyors, and then tested for effectiveness in communicating the question as it was originally stated in English. The back translation was deemed not to be necessary, because answers were in numeric format. The French translated survey can be found in Appendix C.

Surveys were administered by a team of surveyors across the Liboré commune, and then transmitted for analysis electronically. All survey participant data was de-identified and double entered into Microsoft Excel, and then imported into SAS version 9.4 for analysis (SAS Institute, Cary, NC). Likert data proved to be highly polarized, which means that responses were concentrated at extreme values either positive or negative. This created an issue with computing chi-square test statistics, because the chi-square assumes that all cells should have a value greater than five and not equal to zero. Therefore all responses for opinion statements were recoded to binary values, with, “1,” reflecting the agree responses and neutral and disagree as, “0.” Any remaining opinion responses which met the assumption specified of having greater than five observations in each cell were analyzed in a five by two contingency table. Each binary variable was analyzed using chi-square or Fisher’s exact test, whichever was most appropriate for distribution of responses, to check for significant difference in the opinions of participants and

non-participants. The criteria for chi-square analysis was that at least twenty percent of cells should have five or more responses. If those criteria were not met, then Fisher's exact test was used. All results were analyzed for significant difference with an alpha level of 0.05, thus requiring a p-value of less than 0.05 to conclude that results might be significantly different between groups.

Interview.

An interview was developed using the SWOT analysis format, and intended to gain insight into the local partner perceptions of *Soccer for Kids* program. The interview was to be administered to a mixture of participating administrators from *Libo NG*, as well as those involved in coordinating the soccer leagues and tournaments. The interviews were not meant to exceed more than ten to twenty participants in Niger, and were set to be compared with the same interview questions that were posed to *Pencils for Kids* and *Soccer for Kids* leaders, Mike Mitchell and Robin Mednick.

Due to unforeseen problems in administering these interviews, this aspect of the practicum was abandoned and replaced with a smaller phone interview with Robin Mednick and the partner in Liboré, Hamani, from *Libo NG*. This interview was structured similarly to the previous, but focused on organizational goals, opportunities, and the changes that they have seen in Liboré since the inception of *Soccer for Kids*. Specifically, this interview attempted to clarify ideas from these two individuals about the role they see the program playing in short and long run at the community and national level. These questions were asked both with and without other organizations indicated in the answer. Furthermore, these questions were intended to yield insight into the direction that administrators see *Soccer for Kids* taking within the *Pencils for*

Kids organizational structure, and also to encourage thought on independent goals for the program.

Results

Survey.

The demographic characteristics proved mostly homogenous across both groups. Both groups had forty-six male respondents, representing 93.88% of participant responses and 85.71% of non-participant response rates. The number of participants attaining at least primary education was twenty-one (42%), and likewise twenty-four (49%) for non-participants. There were many missing data points for educational attainment amongst non-participants, which means giving any ratio statistics may be misleading. The percentage of respondents claiming to be married was 73.47 and 100 for participants and non-participants respectively. The average age was also quite different, with non-participants reporting average age of 33.64 years, and participants reporting average age of 43.02 years. The result of independent sample t-test on age stratified by participant group revealed that there is a significant difference between groups at 95% confidence level. A table presenting this information can be found in table 1.

The next set of questions was meant only for those who indicated that their children participate in *Soccer for Kids*. First, amongst participants, thirty-three (67%) indicated that their participating children are boys, six (12%) indicated their girls participated, and ten (20%) said both their boys and girls participate. Of those who participate in *Soccer for Kids* program, seventeen of fifty indicated that they are involved in coaching or organizational leadership. Thirty-one participants provided information on amount of time spend at children's soccer

activities. Twenty indicated that they go nightly to watch the children play, ten indicated they watched every Sunday, and one said they went morning and night.

Table 1.

Demographic characteristics of respondents

	Participant (n=50)	Non-participant (n=49)
<i>Average Age (SD)</i>	43.02(02)*	33.64(8.71)*
<i>Married(%)</i>	49(98.00)*	36(73.47)*
<i>Total male respondents (%)</i>	46 (93.88)	46 (85.71)
<i>Attained primary education</i>	21	24
<i>Respondents Married (%)</i>	36 (73.47)	49 (100)

**Signifies significant difference at $\alpha=.05$*

Results of the opinion portion of the survey yielded no significant difference between participant and non-participants, and all binary coded results can be found in table 2. Based on cursory analysis the binary responses were highly skewed, but some had what seemed to show more varied response values.

Neighbors were generally considered trust worthy, with all but one respondent indicating agreement with the statement. When posed the question that neighbors are generally trustworthy and honest the number of affirmative responses fell from ninety-eight to ninety-six. The general trend in finding neighbors are trusted held true for the question asking that if one needs help then neighbors will help, yielding a ninety-six affirmative responses to three negative responses. None of these responses yielded a significant difference between participants and non-participants.

There was no significant difference in response values along participant lines for the question asking if the Nigerien government can be trusted to make correct decisions for the community. Results for government trust indicators were far more varied than others. Binary coded responses yielded no significant results, but responses were overall less positive than all

other opinion questionnaire. These data met the chi-square criteria, and were analyzed as Likert values in a 2x5 contingency table, the results of which are found in table 3. When assessing full range of response values the results remained no different between groups for the response indicating government ability to make correct decisions for community and that they will provide help when needed. General trustworthiness of government, although insignificant at specified .05 alpha level, was only marginally insignificant [$p=0.0628$]. Eighty-five of the ninety-nine responses indicated agreement that committees are beneficial. This result is insignificant when stratified by participant [$p=0.5989$].

In contrast, opinion regarding non-governmental organizations (NGO's) shows that the subjects almost unanimously trust the decisions of NGO's in helping their community. Participants indicated across both groups that NGO's are trustworthy with ninety-six of ninety-nine agreeing that NGO's make the correct decisions for the community. In addition, ninety-four of the ninety-nine subjects indicated they believe that NGO's are honest and can be trusted. Across all subjects, ninety-five of ninety-nine subjects indicated they agree NGO's will provide help in times of need. The statement regarding NGO's bringing beneficial programs to the community produced an all but unanimous agreement across groups, with only one person answering neutral, twenty-two responding with agreement, and seventy-six strongly agreeing with the statement.

Table 3*Bivariate Opinion Response Statistics*

	<i>Neutral/Negative</i>	<i>Positive</i>
Trust neighbor with livelihood	1	98
Trust neighbors to make correct decisions for community	1	98
Neighbors generally honest and trustworthy	3	96
Neighbor will help if needed	3	96
Trust government to make correct decisions for community	35	65
Government generally honest and trustworthy	53	47
Government will help if needed	64	36
Trust NGO's to make correct decisions for community	3	96
NGO's generally honest and trustworthy	5	94
NGO's trusted to make correct decisions for community	4	95
Village committees are beneficial to community	14	85
NGO's bring beneficial programs to community	1	99
Satisfied with health services in community	24	76
Health facilities in good repair and help to create good health in community	42	57

Satisfaction with health services within the community resulted in seventy-five responses in agreement and twenty-four responding either neutral or disagreeing when analyzing the binary coded response variable. When the full range of responses were analyzed based on participation status the results produced no significant difference between responses in either group. The

response regarding health facilities creating good health and being in good repair was met with a very split response based on the initial binary response variable indicating fifty-seven agreed, and forty-two were either neutral or disagreed with the statement. The full breakdown of responses shows that fifty-six responded in the affirmative, with thirteen giving a neutral response and twenty-nine indicating disagreement. The analysis by participant group shows that there is no significant difference in the responses across groups [$p=0.4124$].

Next, socialization questions were analyzed and summarized in table 4. There was no significant difference in the number of subjects in either participant or non-participant groups reporting living with their parents in the same household ($p\text{-value}=0.1114$). The next question regarding how often respondents socialize with their parents received highly positive answers mostly in the seven days or more category and no difference was noted between groups [$p=0.5508$]. The statement asking for frequency of socialization with siblings yielded no significant difference across participant groups [$p=0.8864$]. Twenty-eight participants and thirty non-participants indicated socializing with their siblings seven days or more a month. These findings were reflected by responses to the question regarding socialization with unrelated friends, which yielded no significant difference between the participant and non-participant groups [$p=0.135$]. Ten and fifteen participants and non-participants respectively reported seeing unrelated friends more than seven days out of a month. The question asking about strangers from within the village showed no significant difference between the participant and non-participant group [$p=0.5090$]. On frequency alone the response with the highest representation is that of one to three days per month, which received forty-four of the ninety-five total responses. When presented with the question regarding socializing with strangers from outside of village there was again no significant difference indicated between participant and non-participant groups [$p=$

0.5836]. This question yielded similar results to the previous question regarding strangers from within the village, with fifty responding that they socialize with strangers from outside of village one to three days in any given month.

Table 4

Frequency Statistics for socialization measures

Days in any given month socializing with...	<i>0 days</i>		<i>1-3 days</i>		<i>3-5 days</i>		<i>5-7 days</i>		<i>7+ days</i>		<i>P-value</i>
	P	NP	P	NP	P	NP	P	NP	P	NP	
Parents	2	0	4	4	2	4	2	4	38	33	0.5508
Siblings	0	0	12	10	5	3	4	3	28	30	0.8864
Unrelated friends	0	1	17	7	12	9	11	13	10	15	0.1350
Strangers from within village	3	1	25	19	5	10	5	5	12	10	0.5090
Strangers from outside village	2	3	25	25	9	10	7	2	7	6	0.5836

Respondents were asked to indicate the number of local leadership committees or activities they have been involved in over the prior year. The responses did not differ by group, $\chi^2=0.7872$ [p=0.9402]. The distribution of responses is of importance, because twenty people indicated they attended four or more times attending, thirteen indicating three, and the remaining sixty-three indicating two or less. There was no difference indicated in the number of times that respondents took part in political activities [P=0.6179]. The most frequent reply to this question was zero with fifty-six responses, and sixteen indicated they participated in political activities at four or more times in the last year. There was no significant difference in those indicating that they have organized any community event or activity between participant groups $\chi^2=0.0041$ [p=0.9042]. Amongst those who gave a positive response to the prior question, which yield no significant difference between groups $\chi^2=1.5376$ [p=0.6736]. The most frequent response was two events or activities with twenty-eight of sixty-three responses, and thirteen indicated one activity planned, the remaining twenty-two indicated three or four or more activities planned.

The count data was restricted to the questions asking about the number of community committees involved in, and the number of NGOs that respondents participate in. The results of the analysis give probability distributions that are appropriate when a higher count is a rarer event, which in this case is appropriate since a bulk of respondents indicated involvement in one or two committees or NGOs. Age was added because there is a significant difference in age of participants, which may contain the explanatory power of the participant variable. When the Poisson model was run on community committee participation count data it was found that participation in Soccer for Kids had little influence on the count, but age had a statistically significant negative relationship with participation in community committees [-.087, p-value=0.0003]. For NGO participation counts the same model was fitted, and similar results produced with a negative relationship between age that is statistically significant [-0.0446, p=0.0389] and participant was still not significantly contributing to expected value of participation [p=0.9650].

Interview.

The interview with Robin and Hamani yielded insight into the perceived effect that has come from *Soccer for Kids* program activities. Regarding the impact of soccer on the community, Hamani had this to say, “Before *Soccer for Kids* started, soccer in the commune has grown, and matches are seen all over. Kids always play soccer. Playing soccer is no longer an errand, in the past it was an errand. They need now to organize competitions and to become professional. The desire is there, they want to play. They start to go village per village. People are knowing each other. The kids are knowing each other.” This view was merely confirmed by Robin, and this also supports the claims Mike Mitchell previously made about the joy and desire to play soccer in this community.

From there Robin and Hamani were asked what role they see *Soccer for Kids* playing in the community and commune context independent of other organizations in the short and long run. To this the focus of replies was upon how the program will grow or how it can grow. Hamani emphasized that *Soccer for Kids* can become a magnet for growth in national footballing identity, and help to develop skills and teach the rules of soccer. The emphasis was made that the program can help to develop a local soccer tradition. Robin provided a different view, and looked into the role that previous soccer education by *Soccer for Kids* will play in distribution of the new “indestructible” soccer balls to other areas in surrounding communes throughout Niger. She spoke about using the current participants to teach soccer skills and rules in the places that receive new balls, and to help develop local leagues.

The same question was asked, but instead focusing on how *Soccer for Kids* fits into the *Pencils for Kids* organization in both the short and long run. Both participants emphasized the utility of soccer in the school environment as a means to attract the interest of children. Hamani said of soccer in schools, “Pencils for Kids working in school, and in the past, the big challenge is how to keep kids at school. Some of them the challenge to get them in school. Now with soccer they come to the school, because there they will get soccer. It is keeping them there, and they are not leaving school now. They are motivated to stay in school.” Robin gave an example that was nearly the same, saying, “parents didn’t want to send the kids because they didn’t see value and kids didn’t want to go. Now they are getting the education and wanting to be there.” So the value they see is in getting children to school, and keeping them at school. There was no indication as to whether or not children were compelled to remain at school once they’d arrived there, but clearly there is a perception that *Soccer for Kids* has a synergistic role in achieving the goals of *Pencils for Kids* of improving education.

Next the focused shifted to whether or not there was a need to build relationships with other agencies, governmental and non-governmental. Responses from both Hamani and Robin indicated that *Soccer for Kids* can continue to work through *Libo NG*, because it is a national organization thus ensuring that the program can be carried out anywhere in the country. It was indicated by both participants that, due to potential for instability in political power structures in Niger, that *Libo NG* offers a more stable national partnership than the Nigerien Football Federation whose staff is subject to change with regime change. Robin indicated the same concerns, and added that previous partnerships with other international NGOs resulted in bureaucratic measures that made it difficult to work in a timely manner. She added that, “You want to partner in terms of assistance, but not to lose control of your own projects,” indicating that the addition of partners leads to unwanted influences and bureaucracy.

This focus on partnerships leads to the final question of the interview, which dealt with marginalized populations that might be targeted for inclusion in programs. Hamani indicated that there are some children there who suffer from epilepsy, and additionally some that suffer from poor vision. He made it clear that it is sometimes hard to identify these children, because they’re not always in one place, such as the school. Robin indicated that, although she does not know the extent of physical or mental handicaps in Liboré that children who are disabled should be identified and solutions made for their inclusion. Additionally she made a point of indicating that there will be instructions given to partners at *Libo NG* to begin to make plans and identify handicapped children for inclusion in the soccer play.

Discussion

Findings.

These findings have suggested a great deal of parity between the two groups of participants and non-participants in *Soccer for Kids*, which is ideal given that this is a formative evaluation. The difference in participation in local committees and with NGOs is also close and influenced by age, which will provide a reference point for future evaluation activities. Responses indicate that NGOs are trusted, which is likely a good indicator that the Liboré is a receptive community to NGO activity. Communal trust in each other is also rather high, and that has been indicated as a strong indicator of social capital development or potential for development (Sabatini, 2008). These results will allow for assumptions of mean equality, which will simplify future evaluation for change in these levels. It also gives some indication that there is not a strong self-selection bias taking place, and that participation might be associated with other factors not accounted for in the evaluation.

This evaluation was undertaken as a baseline measure of *social capital*. It is possible to call this a baseline evaluation, because, although *Soccer for Kids* has operated within the community for years, the quality of soccer balls has led to rapid deterioration leading to inconsistent use. Therefore, those in the program might not have had enough exposure to the soccer balls to see measurable increase in social capital indicators.

The community has some issues with *bonding social capital*, as indicated by the high number of participants indicating that they live with parents and/or spend more than one week every month socializing with parents. Additionally, socializing with siblings is strong, which indicates that there is likely a high amount of bonding social capital. This finding is subjective,

because there is no true *bonding social capital indicator* included in this study. *Bridging social capital* is not nearly as well developed as bonding given the lower rates of socialization with unrelated friends and strangers both from within and outside of village or hamlets. These response rates, though possibly troubling, may simply reflect the local level of economic development and community makeup. It has been indicated in an interview with the local *Soccer for Kids* administrative partner that families tend to disperse throughout the community, but that there are some families that move into the community that live all in the same area (Hamani, 2014). Further, a previous report indicates that in the Liboré commune subsistence farming is highly prevalent, meaning that little commerce of agricultural products takes place, and few have formal employment and that employment generally is in Niamey to the north (Madougou, 2009). Therefore it is hard to distinguish whether the development is a symptom of poor bridging social capital, or vice versa.

Relevance of findings.

Findings from this evaluation cannot be used to make general inferences, because this is a cross-sectional study. This formative evaluation can be replicated at a later date, with or without the same subjects, to obtain a difference statistic and measure changes in these survey variables over time since the introduction of the indestructible balls provided by *One World Futbol*. Furthermore, these findings serve as an initial test of the survey tool, and will provide valuable insight in later simplification of questions. The most important finding of this formative evaluation is that there is a consistently high trust in neighbors, NGOs, and community committees. This provides a foundation for a cooperative development effort such as *Soccer for*

Kids. Further, the general lack of trust in government and displeasure with health services offer areas for improvement in the local environment.

Through the interview process it was noted that soccer infrastructure is lacking, and a local soccer tradition does not exist. The interview also highlighted other variables that would be worth collecting for future evaluation activities, such as change in attendance against the national average attendance rate and soccer skill tests. From the interview there is a desire to focus on developing the local soccer infrastructure and to focus on the affect that soccer makes on the children.

Limitations.

This evaluation was a formative evaluation conducted with limited resources and formulated outside of the target country and community. Because of financial constraints there was no capacity to maintain appropriate sample size for some inference while also testing the survey for relevance. The desired sample size to produce sufficient power and reduce type 2 error was much higher than the 100 subjects we paid to sample from.

In addition to financial and operational constraints; the survey was originally written in English and then translated to French by the survey writer who is not fully fluent in French. There could have been some meaning lost in translation, which is always a concern when translating, but particularly when professional translation is not available. Some additional limitation to this was the fact that no testing was done on the survey tool, which means that fixes to the survey tool could not be made before full implementation.

There is an additional problem encountered with communication between the evaluator and the surveyors. This evaluation was meant to include a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in addition to the survey, but was removed due to miscommunications with surveyors. The surveyors were intended to carry out interviews with a small amount of associated staff from *Libo NG* and those associated with the soccer leagues and tournaments. They instead carried out interviews with a sample of one hundred lay people, which was the result of miscommunication with the instructions for the survey. The interviews were returned, but narrative was sparse, and writing illegible, thus making it very difficult and impractical to attempt analysis of those results.

The interview used to replace the SWOT analysis was not as robust as would have been desired. Only two participants were assessed, though one participant was located in Canada and one in Liboré. This was done to create a mix of opinions that was originally intended through interviews with local participants. Interviews are a subjective data collection tool, which means that findings are hard to define as robust, but generally a sample much larger than what was achieved in this evaluation is desired to gain greater insight into the targeted population.

Recommendations.

As Soccer for Kids develops it will need a plan to guide the development. The program plan will provide a detailed guide of the organization's goals, how it plans to achieve them, and inputs and expected outputs. In general, a program plan can include these basic themes: background and justification, objectives, implementation and management plan, monitoring and evaluation, and budget. The program plan should be measurable with clear objectives and processes to achieve the objectives.

Soccer for Kids program evaluation will require indicators that allow for robust analysis of the program effect in communities. In the development context, and particularly in the organizational context of *Soccer for Kids*, there is a need to consider financial constraints. Current survey questions collect social capital indicators, which are intended to approximate strength of social network development that will in turn affect local development capacity (Sabatini, 2008). To go further into the effect of *Soccer for Kids* on social capital development, additional data items need to be collected. Some development indicators that are of interest in the organizational context of *Soccer for Kids* and *Pencils for Kids* as well as the development context are: school attendance for participating children, health indicators, game attendance, and HDI. Additionally, a series of key informant interviews might be conducted across the service area to assess for attitudes and beliefs regarding the indicators of interest and beliefs regarding the utility of the soccer program for achieving their goals.

Some of these metrics will draw upon data currently captured by school administrators to indicate school attendance for each child, and keep track of attendance on a daily basis. This type of data can be used to construct comparative analysis among children before and after soccer program initiation, and can be used to assess difference of education indicators such as average attendance rates and average education attainment levels in future against the national average. This can also provide one third of the local human development index, as calculated by the United Nations Development Programme (Malik, 2013). If *Soccer for Kids* can obtain measures of local income, then the local human development index can be computed with national life expectancy numbers available through the World Health Organization. The use of such a strong indicator would provide a single, powerful metric by which to display the improvements being made in human development through the *Soccer for Kids* program.

Life expectancy may not be within the power of the organization to measure, but it would be beneficial to take some basic health indicators due to the physical nature of soccer. These indicators can include wasting measures, such as BMI and upper arm circumference, and developmental indicators such as height and weight for age. The previously identified measures are easily obtained, and will provide targets for programs, such as *Pencil for Kids' Farmers for the Future* program, that can enhance the overall effect of the soccer training. These indicators will allow *Soccer for Kids* to develop synergies in developing programs around land development for soccer and agriculture.

In addition to the repeating of the basic survey conducted for this evaluation; game attendance should be recorded as accurately as possible to determine value of *Soccer for Kids* as a tool for community bonding or civic engagement. Community value is measured via this metric, and can be useful in understanding the extent of local interest in the program outside of participant groups. These findings can be augmented by periodic surveys with members of the general community in order to determine local interest in *Soccer for Kids* beyond the children and families of children.

As *Soccer for Kids* expands the program with the addition of new indestructible balls the opportunities for expanding service offerings may present itself, but monitoring will be key to meeting needs in the community consistently. It is also important to assess the services offered through other NGOs in the area to assess if there is a need to expand services, or simply to expand partnerships and use the trust in NGOs indicated by the community to build a referral network using *Soccer for Kids* as an entry point for the NGO service sector. A full draft of the evaluation report generated for *Soccer for Kids* can be found in Appendix D.

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Evaluation of Field Practicum

Field Practicum Competencies Applied

This practicum activity focused mostly on program management competencies, and included some themes of global health department and capacity strengthening competencies. The competencies matrix supplied in Appendix E provides a breakdown of all competencies applied in this practicum.

Formative evaluation.

Scope of work.

The primary deliverable associated with this practicum was a formative evaluation of the *Soccer for Kids* program. This was deemed an appropriate competency because, though the program has existed for three years, the inputs were fragile for the environment and often did not last long enough for prolonged exposure. Thus, this survey preceded the introduction of durable balls, and served as a formative evaluation to take baseline measurements of program indicators specific to adults in the community where *Soccer for Kids* serves.

Cross-cultural setting.

Scope of work.

The field practicum took place in a cross-cultural setting, incorporating a partnership with partners in Niger, Brazil, and Canada. This meets the cross-cultural competency required by the Loma Linda University Global Health department. Though this project was conducted remotely, the target audience and partners were mostly based in Niger. This required understanding of

local customs, adjustment for local language, and required consideration of local communications technologies. Communications between the United States and Niger proved difficult, because Niger is a Francophone country with a dialect of French that makes it difficult to translate English language readily for their understanding. Accounting for the local understanding of the French language meant that local translation services and using simple English were paramount to success in communication. Attempts were also made to adapt the survey tool to local customs, including questions regarding participation in planning religious festivals or events and local governance committees. Liboré residents adhere mostly to Islam, but some indications were made that there are often village celebrations or festivals. The survey took that into account as a locally adapted metric for civic engagement.

Apply scientific evidence throughout program planning, implementation, and evaluation.

Scope of work.

The development of the evaluation tools relied upon a review of relevant research and identification of applicable theory for evaluation. Also, the survey itself was developed using methodologies previously applied in research addressing a similar topic to that of this evaluation. This provided a strong evidence base, and also gave impetus for the selection of the evaluation topic. Design monitoring and evaluation frameworks to assess programs. The evaluation tool designed during the course of this practicum project will be used throughout the life of the *Soccer for Kids* program, and it is meant to measure changes in the long term rather than short term. Although the formative evaluation was built prior to a program plan, the evidence gained from it will lead to stronger future evaluations.

The formative evaluation also provides a platform upon which future program plans will be written. The data obtained will help to assess the effect of the soccer ball on social capital indicators in the community, and also establishes a new data set that did not previously exist. This will allow future program plans to focus on other areas, beside child specific school or skills achievement. Input from the evaluation is also driving the *Soccer for Kids* program plan writing process, and giving actionable recommendations upon which the programs can be built. Future evaluation will build on the social capital analysis, and incorporate more advanced statistical analysis to produce correlations, and trends in social capital indicators as are found in this formative evaluation report.

Communicate lessons learned to community partners and global constituencies.

Scope of work.

The report developed for *Soccer for Kids* will be distributed to the local partners, though in English, and will be used to guide program planning in the near future. If funding can be secured for a translator, then the evaluation report might be translated fully into French for *Libo NG* to have. In the absence of a translation service, key findings will be translated and communicated to the local community and to donors and supporters.

Training in Specific Techniques or Methods Not Previously Encountered

This evaluation required me to learn a great deal about social capital theory, and to apply that to the program setting. The methodology of this research was new to me, though it mirrored some of the techniques used for knowledge, attitudes, and practices surveys encountered in the Global Health curriculum. In practice I have never before used Poisson regression model, chi-square, or Fisher's exact test, though I have sufficient statistical training to feel comfortable in

doing so. This lack of experience required me to put in many additional hours learning the subtle nuances of the statistical techniques before writing the evaluation tool and even during the analysis in some instances.

My training with SAS statistical software was useful in conducting the analysis, but I found that it was not strong enough to provide me with the tools needed to be successful in this project. I had to take time to learn more advanced coding. This included the use of the SAS import facilities and programmatic debugging unrelated to flawed code. Initially I attempted to enter the data into the SAS environment, but was unable to manage the size of the data set. This problem forced me to transcribe the data into Microsoft Excel and learn how to read these files into SAS. Once in SAS, I learned that data are often read by SAS as both character and numeric, which requires additional debugging. These debugging processes required me to learn a great deal about the SAS programming language in order to understand the reason for my problems and generate solutions to them.

Due to the amount of time required to conduct data entry, I have studied the use of mobile phone survey software. Specifically, I have begun to learn how to use the Magpi SMS survey software. This is training that is highly useful, and that I was never exposed to previously. I don't think I ever would have been exposed to this technology if I had not been forced to struggle with the difficulties and cost of administering physical surveys remotely in Niger, and to transcribe my own large data set by hand.

Other Work/Responsibilities

In the scope of this practicum I was not asked to take on additional responsibilities, but was instead given license to conduct what work I saw needed to be done. My task was to conduct a

formative evaluation, but that has grown to include my addressing weaknesses in the data collection techniques and seeking to find cost-effective ways to conduct ongoing monitoring. This was done by conducting research into mobile phone data collection tools, and assessing data management needs. That was mostly done drawing upon my own experience with management of the survey, and in compiling data.

Summary of Key Observations and Lessons Learned

This evaluation resulted in a formative evaluation and baseline data set. The key findings are that there is a significant difference in the age of participants against non-participants and marital status. Participants are older on average, and more likely to be married. All other findings indicated no significant difference between groups. Age was a significant predictor of participation in NGO programs, which may indicate some self-selection into the *Soccer for Kids* program, thus polluting the results. It was found that a majority of respondents indicate living with their parents, and likewise, socializing with their parents more than seven days out of every month. People spend increasingly less time socializing with or coming into contact with siblings, unrelated friends, strangers from the local community, and strangers from outside of the community. Opinion findings were highly skewed to extreme values, either, “strongly agree,” or, “strongly disagree,” a majority of the time. Most people indicated high levels of trust for neighbors and NGOs, and to a lesser extent to village committees. The same is not true for the government, where opinion was evenly split among both groups of respondents. People were also generally displeased with the status of local health facilities, and did not believe they contributed to the well-being of the community.

Through this project I have learned how to better manage a project remotely. Being in the United States for the duration of the survey posed a challenge, because I was unable to directly

observe and work with the surveyors to ensure quality work or to provide guidance.

Communication with surveyors was done through an intermediary, and this likely led to further confusion and ultimately some elements of this project either not happening or being carried out incorrectly. It has required me to consider more creative approaches to data collection that I previously thought would not be necessary. For this I have taken time to learn the Magpi mobile phone data collection software, and will be working to develop an evaluation tool that can be implemented in an ongoing monitoring and evaluation effort.

Flexibility has been important, because I started this project with intention to carry out a very different analysis. I made the mistake of including questions with subjective interval response variables that made it impossible to make meaningful inferences from responses provided. This required a shift in the evaluation plan to provide frequency statistics rather than inferential statistics, which can be generated in the future. I also had to figure a way to reduce costs when it was revealed that the price of surveyors in Liboré far exceeded my expectation and the budget was not large enough to cover a sufficient sample size. For this reason I had to determine the number of surveys that could be conducted within the budget I was afforded. The focus was then shifted from an empirically sound study to a pilot test and baseline data gathering exercise.

In addition to the changing of focus of this practicum activity, another lesson learned is the need to identify metrics that are readily obtainable and likely to generate the right message. Although the initial intent of the practicum exercise was to develop a unique metric for *Soccer for Kids* that would be measured over the long-run, this paper did not achieve that. What likely would have been the best approach to this evaluation is to have assessed school attendance rates. This would have allowed for more robust analysis, collection of continuous variables, and would

have been cheaper since the local schools already capture this data. Attendance rates were not chosen because of the possibility for interaction with *Pencils for Kids*' other programs in the *Soccer for Kids* metrics, but that could have likely been controlled for. The results of such an analysis are far more likely to prove significantly different to other schools not served by *Soccer for Kids*, which is more beneficial for the program as a whole when applying for funding. The presentation of non-significant results is not desirable, and has to be framed appropriately.

Degree to Which Global Health Course Work Related to Field Practicum

Global health course work was vital in my practicum work. The two most valuable elements of the course work in the completion of this practicum were the community project during the interventions courses, and the integrated community development (ICD) course. I applied much of the program planning knowledge I gained from the community project to this practicum experience. Parallels can be drawn with the evaluation portion of the community project, which required creativity to produce an evaluation with no budget and limited time. Although in the class I produced a qualitative evaluation tool; I found the experience of crafting an evaluation for a project to be highly useful in drafting this evaluation plan.

The skills I gained in the ICD course had a more subtle on the course of this practicum. One key skill I developed while in Peru for ICD was how to communicate with people who do not speak the same language, or who speak only a small amount of English. I learned from that course to recognize when I needed help and how to identify individuals who can help me to communicate. Experience in communicating in English at a much lower level helped to ensure partners who were not as comfortable with English language could understand all that was said to them. Although the languages of both countries, Niger and Peru, are different, I was able to apply the same principles I learned in Peru to the Nigerien project.

I think that the global health core courses also helped me to carry out this practicum. Specifically, the program planning assignment that ran the course of the year required me to build a survey, thus providing me with an applicable skill to this project. It also required me to develop a full program plan that was useful in identifying the areas where *Soccer for Kids* needed help and to identify what help I could provide. The courses provided a solid foundation for me to assess the organization, to identify their needs, how they serve the community, and to decide which program element I wanted to work on.

Value of Field Practicum in Preparing for Public Health Career

The field practicum provides real experience to students that can allow for focus on a specific topic of interest in public health. Working on this practicum has provided me a foundation to explore my interest in evaluation and research. Evaluation is an integral part of public health practice, and I think that this experience of conducting and managing an evaluation will prove to be integral in my future endeavors, whether they be in public health evaluation or in research. Therefore, I would say that the field practicum experience can be extremely useful, so long as a student is afforded the right opportunity and makes the most of that opportunity.

Adequacy of Support From School of Public Health and Soccer For Kids

I cannot attest to this greatly, because I did not seek much assistance for the School of Public Health or *Soccer for Kids*. My project was, to my knowledge, manageable with my current skill set. That proved to be not entirely true, and I could have benefited from the assistance of the statistical consulting department early on in the evaluation planning process. I did reach out to the consulting department, but never received any response from them and decided instead to take on the evaluation plan and survey design alone.

Appendix A

Evaluation Plan

Soccer and Social Capital

An Evaluation of Soccer for Kids effects on the community and strategic analysis of the organization

Evan R. Shirley

8/6/2013

This evaluation is a formative assessment of the *Soccer for Kids* program. It will establish a baseline data set for comparison of results in future, as well as a point in time assessment of the effects that *Soccer for Kids* has had on social capital in the community. In addition to the baseline assessment there will be a SWOT analysis that will help *Soccer for Kids* to use the results of the baseline assessment to write programs in future that will better address the needs of the community and maximize the organization's effectiveness in achieving their goals.

Table of Contents

Evaluation Team Roles and Responsibilities	43
Stakeholders	43
Background	43
Purpose	45
Methods	46
Survey Methodology	46
Key Informant Interview Methodology	47
Strength, Weakness, Opportunities and Threats Analysis	48
Expected Outcomes	48
Appendix	Error! Bookmark not defined.
Appendix A: Informed Consent	Error! Bookmark not defined.
Appendix B: Survey Questions	Error! Bookmark not defined.
Appendix C: Key Informant Interview Guide	Error! Bookmark not defined.
Appendix D: SWOT Analysis Questions	Error! Bookmark not defined.
Appendix E: Evaluation Design Matrix	Error! Bookmark not defined.

Evaluation Team Roles and Responsibilities

The team responsible for this evaluation are Evan Shirley and Ibbo Abdoulaye. Abdoulaye's role will be Data Manager in Niger. The data manager's responsibilities will consist of recruiting and training surveyors and interviewers, overseeing the completion of data collection processes, maintaining security and confidentiality of data, potentially translating data from Zarma and/or French to English, and safely transferring data from Niger to California. The primary investigator for this evaluation will be Evan Shirley. The primary investigator's responsibilities will consist of developing all training materials and data collection tools, data analysis, composing the final report, disseminating findings to stakeholders, and data security after completion of data collection and analysis.

Stakeholders

The primary stakeholders in this project are the organizations ***Pencils for Kids***, ***Soccer for Kids***, and ***Libo NG***. *Pencils for Kids* is the umbrella organization under which *Soccer for Kids* falls. Libo is a local, non-governmental organization (NGO) in Liboré that is the implementing partner working with *Soccer for Kids*. *Soccer for Kids* is the project that is being evaluated, and as such they have the greatest stake in this evaluation. Other stakeholders include the participant families of *Soccer for Kids*, and the communities in Liboré where *Soccer for Kids* works. The local people are considered stake holders because they stand to benefit from any new programs that are started as a result of the findings of this evaluation. There is also some stake in this evaluation for the private donors that have helped to support *Soccer for Kids* in paying for the evaluation to be conducted.

Background

Soccer for Kids is a project that was formed in 2011 through the Canadian private volunteer-only, NGO *Pencils for Kids*. *Soccer for Kids* is a program that introduces soccer balls into the community, trains the community on how to form leagues, referee, coach, and provides instructions and explanations regarding game rules. *Soccer for Kids* is a follow-up from an earlier project called *Project Play Africa*. The founder of *Project Play Africa*, Mike Mitchell, is the director of *Soccer for Kids*. The history of *Soccer for Kids* is intimately linked with the history of *Project Play Africa*, which began with Mike Mitchell's two-year Peace Corps stint in the 1980s in Niger. Mitchell travelled with the Peace Corps to Niger and was advised by a friend to bring soccer balls, because soccer was a means for him to integrate himself more quickly into the community. During his stay, he witnessed suffering on a grand scale with the onset of one of the worst droughts in recorded history, but found that soccer was a pleasant past-time for various regions as it brought a glimpse of happiness and hope for the immediate population. After leaving the Peace Corps, Mitchell pursued an MA in Physical Education from Chico State University, and his thesis was the foundation of his work with soccer in Niger.

To explain why this program is important we must first contextualize it with the background of the country. Niger is a land-locked country in West Africa that is currently ranked 186th of 186 countries measured in the 2013 Human Development Index (HDI) rankings with an HDI of 0.304 making it the

worst place in the world in terms of income, life expectancy, and education (Malik, 2013). Niger is divided into 8 regions, 36 districts, and 256 communes. Liboré is a commune just south of the capital city of Niamey, and has many economic and human development problems, including poverty, illiteracy, hard labor for women, and epidemic disease (Madougou, 2005). *Pencils for Kids* addresses these issues through a number of programs such as a school building and supply program, tree planting, micro farming, and microfinance program ("Our Projects," 2013). In order to explain the role of *Soccer for Kids* within the community, social capital needs to be defined and put into the development context.

Social capital is defined in a variety of ways, but the central theme of social capital is that it includes all aspects of social life such as "...networks, norms, and trust," which will then create an environment where common goals can be pursued (Putnam, 1995a). Social capital can be more clearly defined when broken into three categories: ***bonding, bridging, and linking social capital***. ***Bonding social capital*** refers to familial ties, which are detrimental to the development experience, while ***bridging and linking social capital*** define informal ties and network affiliation that links one to political, financial, or social power respectively (Sabatini, 2008). Research in Canada has shown that youth sport participation has a strong correlation to greater community involvement, a proxy measure of social capital, which had no significant decrease with age (Perks, 2007). Another study found that organized sports involvement during the high school years of American students was linked to higher academic achievement, which represents a link between increased sport participation and higher educational attainment (Jacquelynne S. Eccles, 2003). Social capital is a theoretical concept that links human relationships to the overall context of human and economic development.

Soccer for Kids is a program that intends to build the *bridging and linking social capital* of the community of Liboré through the use of soccer. The fundamental activities of *Soccer for Kids* are league organization, officiating, and team organization with a focus on community involvement in the activities and matches. These activities can develop *linking social capital*, with Perks finding that sport participation in Canada predicted a 4% increase in voting, 11% increase in informal volunteer work, 8% increase in formal volunteer work, and an 11% increase in association membership that was statistically significant across all age groups (2007). The findings from Perks indicate a long-lasting *linking social capital* which leads to heightened levels of civic engagement. These findings are supported by similar findings from an American study that organizational membership and network size were positively correlated with increased political participation (La Due Lake & Huckfeldt, 1998). Although the La Due Lake findings were dealing specifically with political organization membership it is important to note that organizational membership is positively correlated with voting in elections. What this explains is a link between sport participation, and subsequent participation in the political process.

Bridging social capital as a theoretical construct in the context of this analysis is defined by Sabatini as informal or weak ties to people who are not family. The key difference between *bridging* and *linking social capital* is that *bridging social capital* defines interaction with people and *linking* tends to account for the relationship and the network or organization itself.

Quantitative measurement of social capital requires the use of proximate models, because social capital is an unobservable phenomenon. On a national scale work has been done in Canada to

assess social capital through the use of the National Survey of Giving, Volunteering, and Participating, which gives a point in time measure of civic engagement (*National Survey of Giving, Volunteering and Participating*, 2000). In the sport-for-development context, typical evaluation models focus on measuring “community development”, which encompasses social capital as community relations, through the use of logical frameworks and participatory evaluation methods (Levermore, 2011). Qualitative measures have been used, with interviews being indicated in literature as a method to gain insight into locally nuanced social networks and social capital formation (Batjargal & Liu, 2004; Levermore, 2011).

Purpose

This evaluation is a baseline assessment of the *Soccer for Kids* program. Although *Soccer for Kids* has been operating in Liboré, Niger for several years there has been no establishment of baseline data for comparison of future evaluation results. In carrying out this formative, baseline assessment we will be measuring differential levels of **social capital** among both participants of *Soccer for Kids* and non-participants who live in Liboré, and in communes adjacent to Liboré.

Completion of the **social capital** evaluation will result in an understanding of baseline difference in **social capital** between participants and non-participants. These metrics can be used to monitor change in social capital through the course of the project’s life. These anticipated outputs are necessary for *Soccer for Kids*’ leadership to set goals, to measure progress toward achieving those goals, and to enable analysis of overall effectiveness of the program in achieving the stated goals.

In addition to **social capital** evaluation there will be an analysis of strengths, weaknesses, opportunities, and threats (SWOT) to the growth of *Soccer for Kids*. Strengths and weaknesses are internal to the organization, although in the case of *Soccer for Kids* this also includes implementing partners at the local NGO Libo. Opportunities and threats are external to the organization and require organization leaders to identify the opportunities for growth and development and the threats to organizational development. The analysis will result in a matrix summarizing findings, which will be used in the context of local perspectives on the stated topics in order to form a set of priorities that can be addressed by *Soccer for Kids*. The resulting strategic plan will help *Soccer for Kids* to maximize their potential and to guide future development.

Methods

This evaluation will draw on both qualitative and quantitative methods to assess development of social capital in *Soccer for Kids* participants. The quantitative tool for this evaluation will be a slightly modified version of the *National Survey of Giving, Volunteering, and Participating*, and the qualitative tool will consist of a series of key informant interviews with local leaders. Before any activities are conducted, all participants will be asked for their informed consent. Interviewers will present the informed consent form to literate research participants and ask for signature to indicate understanding, or will read it to illiterate participants and ask for a thumb print in order to validate the participant's identity and consent to participation in the research process. Forms will be returned to the Data Manager and kept locked to ensure confidentiality. The informed consent form to be used can be found in appendix A.

Survey Methodology

The survey will be distributed among participant and non-participant residents of the Liboré commune, as well as residents of areas outside of the boundaries of Liboré who will act as a reference group. For this survey we will be using a sample size of approximately 300 people, with 100 people representing each different sector of the population being assessed. The three samples will be taken from *Soccer for Kids* participants, non-participants in *Soccer for Kids* who live within the service area boundaries, and non-participants who live outside of the service area. The survey can be found in appendix B.

Selection criteria for the survey will be based on a random selection of household in Liboré villages and hamlets. This random selection will be paired with a random selection using predetermined lists of families with children participating in *Soccer for Kids*. Evaluators will also be asked to conduct surveys in communes adjacent to Liboré, N'dounga and Hamdallaye in particular, if it is safe to do so at the time of evaluation.

Questions asked in the survey will attempt to create proxy measures of all three types of social capital (bonding, bridging, and linking). To measure *bonding social capital*, questions concerning frequency of socialization with resident/non-resident family members, preference for business interactions with family members, and how people hear about opportunities in the community will be directed towards study participants. *Bridging social capital* will be assessed using questions that assess community and political trust, frequency of socialization outside of the familiar social networks, and relationships between individuals of different ethnic backgrounds. *Linking social capital* will be measured using questions that assess participation in formal committees and organizations, NGOs, and political events.

Survey data will be collected by the Data Manager from the surveyors then double entered into SPSS statistical analysis software to ensure that the data is error-free. The data will have all identifiers removed, and all unique data will be given a numerical marker on the spread sheet. Numerical markers

will not have any significant meaning. The data set will then be transferred electronically to the primary investigator for analysis. Once the copy of the data set is verified to be valid and working, the electronic copy will be deleted from the internet service. The hard copies of the data will be kept for one year in a locked file by Ibbo before being destroyed.

Analysis will involve several different procedures including chi-square and analysis of variance (ANOVA) tests. When dichotomous (yes/no) answers are required a chi-square test will be used to assess for significant difference in responses across sample groups. When answers are based on a five-point Likert scale they will be analysed using ANOVA, which will take the mean variance from each sample group and compare them to find any difference in variance between the groups. Dichotomous variables will be analysed with a chi-square test. Chi-square will allow for a testing of difference between the mean values of the two dichotomous variables.

Results will show for only one group at a time. In some cases there will be numeric variables derived from survey responses in the form of list selection type responses, or indication of time commitment. These variables will be assessed using a regression model, which will allow for analysis of significant difference in descriptive capacity of each variable entered in explaining variation in the model. Dichotomous variables will be used to create a regression with dummy variables to enable analysis across the three different groups of participants, Liboré resident non-participants, and non-resident non-participants with the non-resident non-participant acting as a reference model for regression model analysis.

Key Informant Interview Methodology

Key informant interviews (KIIs) will be used to strengthen findings of surveys and SWOT analysis. Interviews will be carried out with community leaders (elected and unelected), *Soccer for Kids* participants, non-participants from Liboré commune, the leaders of Pencils for Kids and *Soccer for Kids*, and the partner NGO Libo. The goal of the KIIs is to gather information about what value members of the community see in the *Soccer for Kids* program, what changes respondents see in the community that they think are attributable to *Soccer for Kids*, how they think *Soccer for Kids* can improve, and how respondents perceive community relations within the community and with other communities in surrounding areas. The interview guide can be found in appendix C.

Key informant interview analysis will require translation from Zarma-(the local dialect) - to French- to English and then reverse translated to ensure that meanings were not lost in translation. Translation will be handled by either Ibbo, Evan, or contracted out to an independent translation service. Once translation is complete, the English transcripts will be analysed for recurring themes. The transcripts will be coded based on a codebook, which will be created using themes of social capital theory and SWOT analysis. Coding will be on-going, but will stick to the major themes with only sub-categories being added. If any compelling themes do emerge, then there will be the possibility of additional categories being added to the code book. Each theme will be assigned a separate color, which will then be used to mark off key quotes in the text. Those key quotes will also be added to the code book. Upon completion of coding, the themes will be analyzed for recurring themes and compared to

quantitative results and literature to gain a greater understanding of how the changes shown in the quantitative results are possibly happening.

Strength, Weakness, Opportunities and Threats Analysis

The main component of the SWOT analysis is a questionnaire that will be answered by *Soccer for Kids* leaders and implementing partners at Libo. The questionnaire will consist of questions that provide a more thorough understanding of what the *Soccer for Kids* leadership thinks the organizational strengths and weaknesses are, as well as what leaders think are opportunities for growth and threats to continued operations of the *Soccer for Kids* program. One addition has been made in adding a concluding question that ties together all topics. This additional question is meant to simulate a face-to-face meeting where the interviewer can probe into the ideas of interviewees. In this evaluation a questionnaire is distributed and answered with no face-to-face interaction, which is what will be partially remedied by using a probing final question. The SWOT analysis guide can be found in appendix D.

The data obtained from questionnaire responses will be synthesized and analysed for recurring themes. Themes will then be presented in a four part matrix highlighting each key section of the analysis. The matrix will then be used to draw comparisons to the metrics obtained through the survey and interview process. Data from the SWOT analysis and the survey/interview process will be vetted using a management and social capital theory framework. Conclusions made from this process will be developed separately from results of both SWOT and survey/interview analysis.

Expected Outcomes

This evaluation will result in a baseline data set regarding social capital levels in Liboré, Niger. The data set will provide *Soccer for Kids* with a reference for future evaluation of social capital, and a point-in-time assessment of different social capital levels in the service area among participants and non-participants. Based on the findings of this evaluation and the qualitative data from the interviews, a distinct set of recommendations for short- and long-term goals will be drafted. The SWOT analysis results will be summarized in a four by four matrix, which will accompany a detailed analytical report meant to provide further information to assist *Soccer for Kids* in determining future development.

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Appendix B

Survey (English)

INTRODUCTION

- Hello, my name is (SURVEYOR'S NAME), and I would like to ask you to participate in a survey that deals with topics of unpaid volunteer activities, civic participation, and community relationships. The information from this survey will be used to understand effects of work done by the international non-governmental organization *Soccer for Kids*. This survey is voluntary, but your participation is important to ensure that results are accurate. If you agree to participate I will give you an informed consent form that will detail your rights as a survey participant.

(IF PARTICIPANT AGREES CONTINUE TO PRESENTATION OF INFORMED CONSENT FORM, IF PARTICIPANT DOES NOT AGREE TO PARTICIPATE EITHER BEFORE OR AFTER PRESENTATION OF INFORMED CONSENT THEN SKIP TO SECTION INSERT SECTION HEADING HERE)

DEMOGRAPHIC INFORMATION (theory tested can be found next to each question)

- Age? _____
- Sex? **M / F**
- How many years of school have you completed? _____
- Children? **Y / N**
- Age range of your children (Circle all that apply)
 - 0-2 years**
 - 2-5 years**
 - 5-10 years**
 - 10-15 years**
 - 15+ years**

(Question 6-9 for *Soccer for Kids* participants within the Liboré commune, if outside of Liboré or non-participant please skip to question 10)

- Have any of your children ever participated in the *Soccer for Kids* program? **Y / N**
- If yes, please indicate the sex of your child or children that participated (select all that apply)
 - Male: **Y / N**
 - Female: **Y / N**

8. Did you previously, or do you currently have a leadership position with *Soccer for Kids* team or with the organization? **Y / N**
9. Please indicate the amount of time you have spent on *Soccer for Kids* activities (games, practices, league meetings) ***Bridging Social Capital***
- a. _____

CIVIC ENGAGEMENT

10. In the last 12 months, how many municipal organizations or committees have you been involved in (example: attending meetings, holding leadership positions, organizing events, etc...)? ***Linking Social Capital***
- a. 0
- b. 1
- c. 2
- d. 3
- e. 4 or more
11. In the last 12 months, how many times have you participated in any political activities (example: voting, protesting, political discussion, attending municipal government committee meetings, etc...) ***Linking Social Capital***
- a. 0
- b. 1
- c. 2
- d. 3
- e. 4 or more
12. In the last 12 months, did you organize any community events or activities? ***Bridging Social Capital***
- a. Y / N

(If yes proceed to question 13, if no skip to question 14)

13. If yes, how many? ***Bridging Social Capital***

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4 or more

14. In the last 12 months, have you been involved with any non-governmental organizations?

Linking Social Capital

- a. Y / N

(If yes proceed to question 15, if no skip to question 16)

15. If yes, how many? ***Linking Social Capital***

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4 or more

16. In the last 12 months, have you dedicated time to maintenance, repair, or constructing community buildings or facilities? ***Linking Social Capital***

- a. Y / N

17. Can you please indicate any community committees that you have participated in or presently participate in? ***Linking Social Capital***

- a. _____

18. Can you please indicate the non-governmental organizations you have been involved with?

Linking Social Capital

- a. Pencils for Kids,
- b. PAC,
- c. Africa Luz
- d. Le PRAHN
- e. Scouts italiens, et nigériens
- f. Mercy corps
- g. Tardy de la Savoie (France)

- h. Collège de Beauvais
- i. AMA, Programme special
- j. L'ONG Bocco
- k. La coopération Luxembourgeoise et le programme spécial
- l. L'ONG Reed
- m. Le fonds Samira
- n. La coopération turque
- o. Rotary
- p. L'Amicale des anciens du Niger
- q. La coopération allemande
- r. Fofo Niger
- s. Humedica-ONG allemande
- t. Le Peace corps
- u. El hadj Moustapha Yacouba

- v. Proveni, l'état

- w. L'ONG Thiébon Emmaus

- x. Autre ONG

19. How did you most often hear about the organizations you participate in? (circle best answer)

This will give data on Bonding, Bridging, and Linking Social Capital

- a. Family member
- b. A close personal friend
- c. An acquaintance known through friends
- d. A stranger
- e. Other, please specify

SOCIAL CHARACTERISTICS

20. Do your parents live in the same house, or in a house next to yours? ***Bonding Social Capital***

- a. Y / N

21. In any given month, how often do you socialize with your parents? ***Bonding Social Capital***

- a. 0 days
- b. 1-3 days
- c. 3-5 days

- d. 5-7 days
 - e. 7 days or more
22. In any given month, how often do you socialize with your siblings? ***Bonding Social Capital***
- a. 0 days
 - b. 1-3 days
 - c. 3-5 days
 - d. 5-7 days
 - e. 7 days or more
23. In any given month, how often do you socialize with unrelated friends? ***Bridging Social Capital***
- a. 0 days
 - b. 1-3 days
 - c. 3-5 days
 - d. 5-7 days
 - e. 7 days or more
24. In any given month, how often do you socialize with strangers from within your village? ***Bridging Social Capital***
- a. 0 days
 - b. 1-3 days
 - c. 3-5 days
 - d. 5-7 days
 - e. 7 days or more
25. In any given month, how often do you socialize with strangers from outside your village? ***Bridging Social Capital***
- a. 0 days
 - b. 1-3 days
 - c. 3-5 days

- d. 5-7 days
 - e. 7 days or more
26. Rank from 1 to 5 with one being most frequent, how frequently do you do business with these types of people? *Bonding, Bridging, and Linking Social Capital*
- a. Family
 - b. Friends
 - c. Strangers from within village
 - d. Strangers from outside village
 - e. Non-governmental organizations/ foreign business
27. I would trust my neighbours with the care of my livelihood. *Bridging Social Capital*
- i. Strongly agree
 - ii. Agree
 - iii. Neither agree nor disagree
 - iv. Disagree
 - v. Strongly disagree
28. I trust my neighbours in making correct decisions for our community. *Bridging Social Capital*
- i. Strongly agree
 - ii. Agree
 - iii. Neither agree nor disagree
 - iv. Disagree
 - v. Strongly disagree
29. My neighbours are generally honest and can be trusted. *Bridging Social Capital*
- i. Strongly agree
 - ii. Agree
 - iii. Neither agree nor disagree
 - iv. Disagree

v. **Strongly disagree**

30. If I need help, then my neighbours will help me. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

31. I trust the Nigerien government to make correct decisions for my community/country. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

32. The Nigerien government is generally honest and can be trusted. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

33. If I need help, then the Nigerien government will help me. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

34. I trust non-governmental organizations in making correct decisions for our community. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

35. Non-governmental organizations are generally honest and can be trusted. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

36. If I need help, then non-governmental organizations will help me. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

37. In general village committees are beneficial to my community. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

38. Non-governmental organizations are bringing beneficial programs into my community. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

39. I am generally satisfied with the quality of health services in my community. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

40. Health facilities in my community are in good repair and help to create good health in my community. ***Bridging Social Capital***

i. **Strongly agree**

ii. **Agree**

iii. **Neither agree nor disagree**

iv. **Disagree**

v. **Strongly disagree**

41. How many non-related friends identify themselves as: ***Bridging Social Capital***

a. Zarma: _____

b. Pulaar: _____

c. Hausa: _____

- d. Fulani: _____
- e. Gourmantche: _____
- f. Peulh: _____
- g. Touareg: _____

42. Please indicate how often you meet non-related friends outside of your village/hamlet: ***Bridging Social Capital***

- a. 0 days
- b. 1-3 days
- c. 3-5 days
- d. 5-7 days
- e. 7 days or more

43. Please indicate how often you conduct business outside of your village/hamlet: ***Bridging Social Capital***

- a. 0 days
- b. 1-3 days
- c. 3-5 days
- d. 5-7 days
- e. 7 days or more

Appendix C

Survey (French)

INTRODUCTION

Bonjour , mon nom est (nom de l'arpenteur) , et je voudrais vous demander de participer à une étude qui traite de sujets d' activités non rémunérées de bénévolat , la participation civique et les relations communautaires. L'information de cette enquête serviront à comprendre les effets des travaux effectués par l'organisation non gouvernementale de football de l'organisation internationale pour les enfants . Cette enquête est volontaire, mais votre participation est importante pour s'assurer que les résultats sont exacts. Si vous acceptez de participer , je vais vous donner un formulaire de consentement éclairé qui détaillera vos droits en tant que participant à l'enquête .

(SI participant accepte CONTINUER DE PRESENTATION DE formulaire de consentement éclairé , SI participant ne s'engagent à participer soit avant ou après la présentation du CONSENTEMENT puis passez à l' SECTION SECTION insérer titre ICI)

Des informations démographiques (théorie testé se trouve à côté de chaque question)

1 . Age ? _____

2 . Sex ? M / F

3 . Combien d' années d'études avez-vous terminé ? _____

4 . Enfants ? Y / N

5 . Tranche d'âge de vos enfants (Encerchez toutes les réponses qui s'appliquent)

une . 0-2 ans

b . 2-5 ans

c . 5-10 ans

d. 10-15 ans

e . 15 ans et +

(Question 6-9 pour le football pour les participants d'enfants au sein de la commune Liboré , si à l'extérieur de Liboré ou non - participant veuillez passer à la question 10)

6 . Certains de vos enfants déjà participé à de soccer pour le programme des enfants ? Y / N

7 . Si oui, s'il vous plaît indiquer le sexe de votre enfant ou des enfants qui ont participé (cochez toutes les cases)

une . Homme : O / N

b . Femme : O / N

8 . Avez- vous déjà , ou avez-vous actuellement une position de leader avec l'équipe de football pour enfants ou avec l'organisation? Y / N

9 . S'il vous plaît indiquer la quantité de temps que vous avez passé le football pour Activités pour les enfants (jeux , des pratiques , des rencontres de ligue) Le capital social

une . _____

ENGAGEMENT CIVIQUE

10 . Au cours des 12 derniers mois , combien d'organismes ou de comités municipaux avez-vous été impliqué dans (exemple: participation à des réunions , occupant des postes de leadership , organisation d'événements , etc ...) ? Lier capital social

une . 0

b . 1

c . 2

d. 3

e . 4 ou plus

11 . Au cours des 12 derniers mois , combien de fois avez- vous participé à des activités politiques (exemple : le vote , pour protester , discussion politique, d'assister aux réunions des administrations municipales du comité , etc ...) qui relie le capital social

une . 0

b . 1

c . 2

d. 3

e . 4 ou plus

12. Au cours des 12 derniers mois , avez-vous organisé des événements ou des activités communautaires ? Le capital social

une . Y / N

(Si oui, passez à la question 13, si pas directement à la question 14)

13 . Si oui , combien? Le capital social

une . 0

b . 1

c . 2

d. 3

e . 4 ou plus

14. Au cours des 12 derniers mois, avez -vous été impliqué avec les organisations non gouvernementales ? Lier capital social

une . Y / N

(Si oui, passez à la question 15, si pas directement à la question 16)

15. Si oui , combien? Lier capital social

une . 0

b . 1

c . 2

d. 3

e . 4 ou plus

16. Au cours des 12 derniers mois , avez-vous consacré beaucoup de temps à l'entretien , la réparation ou la construction de bâtiments ou d'installations communautaires ? Lier capital social

une . Y / N

17. Pouvez-vous s'il vous plaît indiquer les comités communautaires que vous avez participé ou participent actuellement à?

une. _____

une . Besoin d'une liste de tous les comités communautaires, ou au moins ceux PRINCIPALES

18. Pouvez-vous s'il vous plaît indiquer les organisations non gouvernementales auxquelles vous avez participé avec ? Lier capital social

une . Crayons pour les enfants ,

b . PAC ,

c . Afrique Luz

d. Le PRAHN

e . Scouts Italiens, et nigériens

f . Mercy Corps

g . Tardy de la Savoie (France)

h . Collège de Beauvais

i . AMA , le Programme spécial

j . L' ONG Bocco

k . La coopération Luxembourgeoise et le programme spécial

l. L' ONG Reed

m . Le fonds Samira

n . La coopération turque

o . Rotary

p. L' Amicale des anciens du Niger

q . La coopération allemande

r . Fofo Niger

s . Humedica -ONG allemande

t . Le corps de la paix

u . El Hadj Moustapha Yacouba

v Provoni , l' état

w . L' ONG Thiebon Emmaüs

x . Autre ONG

19. Comment avez-vous entendu le plus souvent sur les organisations auxquelles vous participez ? (cercle meilleure réponse) Cela donnera données sur les unit, et le capital social instrumental

une . Membre de la famille

b . Un ami proche

c . Une connaissance connu par des amis

d. Un étranger

e . D'autre part, s'il vous plaît spécifier

Caractéristiques sociales

20 . Vos parents vivent dans la même maison ou dans une maison voisine de la vôtre ? Collage capital social

une . Y / N

21 . Dans un mois donné , combien de fois avez-vous socialiser avec vos parents? Collage capital social

une . 0 jours

b . 1-3 jours

c . 3-5 jours

d. 5-7 jours

e . 7 jours ou plus

22 . Dans un mois donné , combien de fois avez-vous socialiser avec vos frères et sœurs ? Collage capital social

une . 0 jours

b . 1-3 jours

c . 3-5 jours

d. 5-7 jours

e . 7 jours ou plus

23 . Dans un mois donné , combien de fois avez-vous socialiser avec des amis indépendants ? Le capital social

une . 0 jours

b . 1-3 jours

c . 3-5 jours

d. 5-7 jours

e . 7 jours ou plus

24. Dans un mois donné , combien de fois avez-vous socialiser avec des inconnus à partir de votre village? Le capital social

une . 0 jours

b . 1-3 jours

c . 3-5 jours

d. 5-7 jours

e . 7 jours ou plus

25. Dans un mois donné , combien de fois avez-vous socialiser avec des inconnus en dehors de votre village? Le capital social

une . 0 jours

b . 1-3 jours

c . 3-5 jours

d. 5-7 jours

e . 7 jours ou plus

26 . Classement de 1 à 5 avec un étant le plus fréquent , à quelle fréquence faites-vous des affaires avec ces types de personnes ? Unit, et le capital social instrumental

une . Famille

b . amis

c . Étrangers venus au sein du village

d. Étrangers de village à l'extérieur

e . Les organisations non gouvernementales / affaires étrangères

27 . Je ferais confiance à mes voisins le soin de mon gagne-pain . Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

28 . J'espère que mes voisins à prendre les bonnes décisions pour notre communauté. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

29 . Mes voisins sont généralement honnêtes et dignes de confiance. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

30 . Si j'ai besoin d'aide , puis mes voisins vont m'aider. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

31 . J'espère que le gouvernement nigérien à prendre les bonnes décisions pour ma communauté / pays.

Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

32 . Le gouvernement nigérien est généralement honnête et on peut faire confiance . Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

33 . Si j'ai besoin d'aide , le gouvernement nigérien va m'aider . Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

34 . J'espère que les organisations non gouvernementales à prendre les bonnes décisions pour notre communauté. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

35. Les organisations non gouvernementales sont généralement honnêtes et dignes de confiance. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

36 . Si j'ai besoin d'aide , puis les organisations non gouvernementales seront m'aider. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

37 . En général, les comités de village sont bénéfiques pour ma communauté. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

38 . Les organisations non gouvernementales apportent programmes bénéfiques dans ma communauté.

Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

39 . Je suis globalement satisfait de la qualité des services de santé dans ma communauté. Le capital

social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

40. Les établissements de santé de ma communauté sont en bon état et contribuent à créer une bonne santé dans ma communauté. Le capital social

i . Entièrement d'accord

ii . être d'accord

iii . Ni d'accord ni en désaccord

iv . Pas d'accord

v désaccord

41 . Combien d'amis non liés s'identifient comme : Le capital social

une . Zarma : _____

b . Pulaar : _____

c . Haoussa : _____

d. Peul : _____

e . Gourmantche : _____

f . Peulh : _____

g . Touareg : _____

42 . Veuillez indiquer à quelle fréquence vous rencontrez des amis non liés à l'extérieur de votre village / hameau : Le capital social

une . 0 jours

b . 1-3 jours

c . 3-5 jours

d. 5-7 jours

e . 7 jours ou plus

43 . Veuillez indiquer à quelle fréquence vous exercez votre activité en dehors de votre village / hameau : Le capital social

une . 0 jours

b . 1-3 jours

c . 3-5 jours

d. 5-7 jours

e . 7 jours ou plus

Appendix D

Final Evaluation Report



Sharpen the minds of the future!

Formative Evaluation

A study of social capital and demographic data for the Liboré commune

Evan Shirley

3/21/2014

This is a formative evaluation of the Soccer for Kids youth soccer program in Niger. The evaluation focuses on social capital as the main topic of interest, and aims to measure the social capital of parents both involved in and not involved in Soccer for Kids. The findings indicate that, in terms of social capital indicators, there is little discernible difference in attitudes and practices between the two groups. These findings provide a baseline for assessment of program effects in future, and recommendations for future data collection and analysis tools have been made to aid in the expansion of and future evaluations of Soccer for Kids.

Table of Contents

Summary	76
Introduction	77
Objective	Error! Bookmark not defined.
Methods	79
Results	80
Conclusions	80
Limitations	27
Recommendations	86
Program Plan	86
Data collection	88
Expanding Service Areas and services	89

Summary

This formative evaluation was carried out to assess the baseline levels of social capital among those who have children participating in Soccer for Kids and those who do not within Liboré, Niger, and to identify the key growth areas for Soccer for Kids. Social capital was chosen as the metric of interest because it is used to assess strength of certain social relationships and provides a pathway for indirect assessment of relationships on more tangible topics such as economic development. The three categories of social capital approximated by this survey were bonding, bridging, and linking. Bonding social capital is a metric of attachment to one's own atomic family. Bridging measures the amount of interaction one has with unrelated friends and strangers, often in business or in casual socialization. Linking social capital is similar to bridging, except that it deals with access to government, public administration, or public services.

The survey was built around identifying participants and non-participants in the previous soccer programs offered by Soccer for Kids. Demographic data was collected, including age, sex, marital status, educational attainment levels, and number of children (when applicable). Questions approximating bonding social capital focused on approximating number of days when respondents socialized with members of atomic family, whether or not they lived with parents, and a ranking question meant to assess readiness to conduct business with people ranging from atomic family through stranger from outside of the community. Bonding social capital was assessed by asking the number of days socializing with unrelated friends both from inside and outside of community, and the trust that respondents have for neighbors assuming unrelated people living nearby. Linking social capital was measured by trust in government, non-governmental organizations, in satisfaction with health services, and likelihood of doing business with unrelated people or participating in local government or public administration.

The analysis of data was stratified by participant and non-participant. Findings indicate that there is a significant difference in age between participants and non-participants. The approximate average age of participants in the survey was 43 years, while the non-participants on average reported approximately 34 years of age. Most respondents to this survey were male, and approximately half of respondents indicated attainment of at least primary school education. Survey responses indicate that there is no difference between participant and non-participant attitudes regarding trustworthiness of neighbors, government, and non-governmental organizations. Most answers showed that respondents find their neighbors to be trustworthy. Government was more polarized, but in general positive responses came about trustworthiness of government, although some seemed to thin the government may not always be reliable. Non-governmental organizations were seen as generally trustworthy. Health facilities were a point of concern among most respondents, but again no difference shown between groups.

Bonding social capital questions yielded no difference among all participants. A large number of respondents reported living with parents, and no significant difference was found between groups, with 77 total reporting living with parents. Reporting on the amount of days socializing with siblings, 58 reported seeing siblings at least seven days in a month.

The Poisson model associated age and education with higher levels of participation with NGO's, which may indicate some self-selection involved in participation in Soccer for Kids. This may provide insight into needed adjustments for age in future models, but in this analysis little can be done to change the model.

Introduction

This evaluation is attempting to form a baseline data set for future evaluation activities. It is primarily an attitudes survey, but incorporates some interviews to bring together the organizational direction. Soccer for Kids works in the Liboré commune of Niger, and delivers soccer balls and training in soccer game play, rules, and organization and regulation. Niger is a land-locked country in West Africa that is currently ranked 186th of 186 countries measured in the 2013 Human Development Index (HDI) rankings with an HDI of 0.304 making it the worst place in the world in terms of income, life expectancy, and education (Malik, 2013). Niger is divided into 8 regions, 36 districts, and 256 communes. Liboré is a commune just south of the capital city of Niamey, and has many economic and human development problems, including poverty, illiteracy, hard labor for women, and epidemic disease (Madougou, 2005). *Pencils for Kids*, the parent organization of Soccer for Kids, addresses these issues through a number of programs such as a school building and supply program, tree planting, micro farming, and microfinance program ("Our Projects," 2013). Soccer for Kids does not directly affect any of the key problems, but indirectly it can possibly lead to changes.

Soccer for Kids has no formal program plan, so as part of the evaluation time was spent developing topics of interest. Social capital theory provided the primary metric found to be applicable to this type of sport for development program, because, although Soccer for kids has no explicit development programs, social capital theory provides a means for quantifying indirect correlation between social network development and more tangible economic and human development indicators. In order to explain the role of Soccer for Kids within the community, social capital needs to be defined and put into the development context.

Social capital is defined in a variety of ways, but the central theme of social capital is that it includes all aspects of social life such as "...networks, norms, and trust," which will then create an environment where common goals can be pursued (Putnam, 1995b). Social capital can be more clearly defined when broken into three categories: ***bonding, bridging, and linking social capital***. ***Bonding social capital*** refers to familial ties, which are detrimental to the development experience, while ***bridging and linking social capital*** define informal ties and network affiliation that links one to political, financial, or social power respectively (Sabatini, 2008). Research in Canada has shown that youth sport participation has a strong correlation to greater community involvement, a proxy measure of social capital, which had no significant decrease with age (Perks, 2007). Another study found that organized sports involvement during the high school years of American students was linked to higher academic achievement, which represents a link between increased sport participation and higher educational attainment (Jacquelynne

S. Eccles, 2003). Social capital is a theoretical concept that links human relationships to the overall context of human and economic development.

Soccer for Kids is a program that intends to build the *bridging* and *linking social capital* of the community of Liboré through the use of soccer. The fundamental activities of Soccer for Kids are league organization, officiating, and team organization with a focus on community involvement in the activities and matches. These activities can develop *linking social capital*, with Perks finding that sport participation in Canada predicted a 4% increase in voting, 11% increase in informal volunteer work, 8% increase in formal volunteer work, and an 11% increase in association membership that was statistically significant across all age groups (2007). The findings from Perks indicate a long-lasting *linking social capital* which leads to heightened levels of civic engagement. These findings are supported by similar findings from an American study that organizational membership and network size were positively correlated with increased political participation (La Due Lake & Huckfeldt, 1998). Although the La Due Lake findings were dealing specifically with political organization membership it is important to note that organizational membership is positively correlated with voting in elections. What this explains is a link between sport participation, and subsequent participation in the political process.

Bridging social capital as a theoretical construct in the context of this analysis is defined by Sabatini as informal or weak ties to people who are not family. The key difference between *bridging* and *linking social capital* is that *bridging social capital* defines interaction with people and *linking* tends to account for the relationship and the network or organization itself.

Quantitative measurement of social capital requires the use of proximate models, because social capital is an unobservable phenomenon. On a national scale work has been done in Canada to assess social capital through the use of the National Survey of Giving, Volunteering, and Participating, which gives a point in time measure of civic engagement (*National Survey of Giving, Volunteering and Participating*, 2000). In the sport-for-development context, typical evaluation models focus on measuring “community development”, which encompasses social capital as community relations, through the use of logical frameworks and participatory evaluation methods (Levermore, 2011). Qualitative measures have been used, with interviews being indicated in literature as a method to gain insight into locally nuanced social networks and social capital formation (Batjargal & Liu, 2004; Levermore, 2011). Given that social capital is indirectly measurable it is necessary to know why choose social capital as a guiding theory for this evaluation.

Social capital is a theoretical construct that can be used to define the quality of social network development within a given community. This is applicable to Soccer for Kids as an organization, because Soccer for Kids has a mission to bring joy to the community one soccer ball at a time. Soccer is a group activity, whether those be small, as in a three on three game, or large, as with a full eleven a side match. What Soccer for Kids has done is provided a tool by which the community can form groups and build relationships within the sporting environment. The environment is part of the Soccer for Kids mission, and requires input from parents to ensure success. Parents and other adults in the community have to build the leagues or tournaments, manage the teams, and referee the matches, which is a complex social task requiring groups to make decisions together and to enforce those decisions. This is a

democratic process, and it takes a linked network of individuals willing and able to commit to something and follow through with that commitment. That is the basis of social capital theory, and that is the basis of Soccer for Kids' mission in Niger.

Objective

This evaluation was intended to provide baseline data for future monitoring and evaluation activities, which will be presented as frequency statistics for social capital indicators. Additionally, demographic variables of participants and non-participants alike were taken to assess for differences between the populations that might account for differences in responses among groups. Finally, the survey intends to measure for differences in baseline social capital indicators. This will help in future evaluation activities to explain any apparent differences in indicators that might need to be accounted for in order to find more accurate results.

Methods

This evaluation consisted of a survey that consisted of questions meant to provide baseline data on attitudes regarding social capital indicators, and some demographic characteristics of participants. The survey was built based upon two sources that specifically dealt with sport and social capital development, the Canadian National Survey of Giving, Volunteering, and Participating, and the paper by Sabatini which was drawn upon heavily in defining the types of social capital this evaluation will be focusing on (*National Survey of Giving, Volunteering and Participating*, 2000; Sabatini, 2008). The survey was first translated from English to French, and then sent to surveyors who made some adjustments, and returned for back translation to English. Back translation was meant to reveal any loss in meaning through translation.

Surveys were administered by a team of surveyors across the Liboré commune, and then transmitted for analysis electronically. All survey participant data was de-identified, then double entered into Microsoft Excel. Findings were coded in either a binary (0,1), a subjective five point Likert scale (e.g. 1-5), or using a count method for answers indicated in a list. Statistical analysis was restricted to frequency statistics and chi-square or fisher's exact test statistics. Most analysis stratified by participant or non-participant. The opinion questions are almost entirely subjective, meaning that the difference between each response variable is not equal. For example, the difference between zero and one days is the same as one day and two days, though not equal to the difference between an interval of three and five days. Therefore, these types of responses are best suited to simple frequency statistics rather than between group analysis. To test count data, a Poisson model was fitted regress number of organizations participated in against age, education, and participation in Soccer for Kids.

Likert data proved to be highly polarized by initial analysis, thus reflecting in an approximate binary distribution of responses. Therefore all responses for opinion questions (27-45) were recoded to binary values, with "1" reflecting the agree responses and neutral and disagree as "0". Each question was then analyzed using chi-square and fisher's exact test to check for significant difference in the opinions of

participants and non-participants. These questions were meant to measure the opinions of survey participants regarding key indicators of community, government, and international non-governmental organization trustworthiness, which are all key social capital indicators important to the activities of development. Most values for opinion showed no significant difference between participants and non-participants. Because none of these opinion values shows any significant difference between groups they can then be reported for general frequency.

The analysis of opinion questions was conducted using the chi-square test statistic. In some cases we used a stratified analysis by Soccer for Kids participation status as indicated in question six of the survey questionnaire. If it was clear that there was no difference in response values between participant and non-participants we reduced the values to binary value and ran the same analysis, once across groups and once without a grouping variable. The equal proportions test was conducted when no grouping variable applied to the binomial response variable. The chi-square test statistic is appropriate for this analysis, because it calculates for each cell the expected value of each response variable given and compares the observed value, thus producing a test statistic to detect significant difference between the observed and expected value. If expected value of any given cell is 5 or less then it is more appropriate to apply the fisher's exact test, which has no assumption of expected frequency in any cell. Likert data proved to be highly polarized by initial analysis, thus reflecting in an approximate binary distribution of responses. Therefore all responses for opinion questions (27-45) were recoded to binary values, with 1 reflecting the agree responses and neutral and disagree as 0. Each question was then analyzed using chi-square and fisher's exact test to check for significant difference in the opinions of participants and non-participants. These questions were meant to measure the opinions of survey participants regarding key indicators of community, government, and international non-governmental organization trustworthiness, which are all key social capital indicators important to the activities of development. Most values for opinion showed no significant difference between participants and non-participants. Because none of these opinion values shows any significant difference between groups they can then be reported for general frequency.

Results

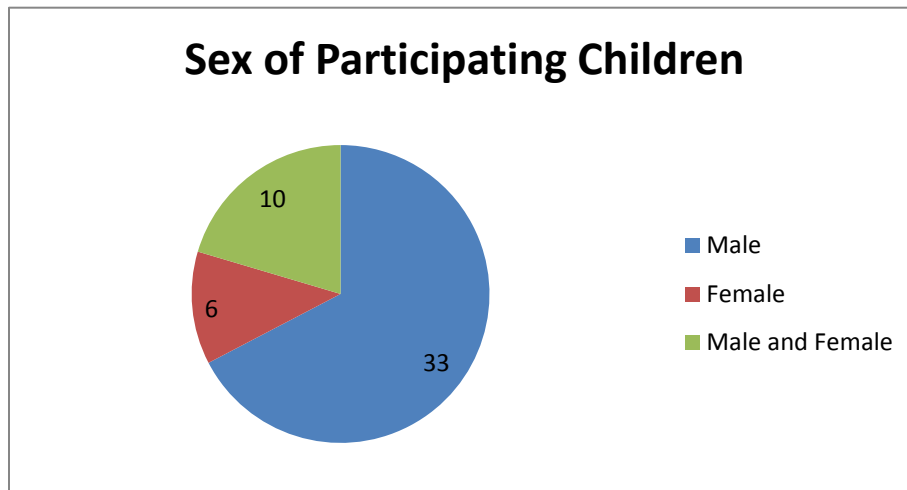
The demographic characteristics proved mostly homogenous across both groups. Both groups had forty-six male respondents, representing 93.88% of participant responses and 85.71% of non-participant response rates. The number of participants attaining at least primary education was twenty-one, and likewise twenty-four for non-participants. There were many missing data points for educational attainment, which means giving any ratio statistics may be misleading. The percentage of respondents claiming to be married was 73.47 and 100 for participants and non-participants respectively. The average age was also quite different, with non-participants reporting age of 33.64 years, and participants reporting average age of 43.02 years. The result of independent sample t-test on age stratified by participant group revealed that there is a significant difference between groups at 95% confidence level. A table presenting this information can be found in table 1.

Table 1.*Demographic characteristics of respondents*

	Participant (n=50)	Non-participant (n=49)
<i>Average Age (SD)</i>	43.02(02)*	33.64(8.71)*
<i>Married(%)</i>	49(98.00)*	36(73.47)*
<i>Total male respondents (%)</i>	46 (93.88)	46 (85.71)
<i>Attained primary education</i>	21	24
<i>Respondents Married (%)</i>	36 (73.47)	49 (100)

*Signifies significant difference at $\alpha=.05$

The next set of questions was meant only for those who indicated that their children participate in *Soccer for Kids*. First, amongst participants, thirty-three indicated that their participating children are boys, six indicated their girls participated, and ten said both their boys and girls participate, as shown in figure 1. Of those who participate in *Soccer for Kids* program, seventeen of fifty indicated that they are involved in coaching or organizational leadership. Thirty-one participants provided information on amount of time spend at children's soccer activities. Twenty indicated that they go nightly to watch the children play, ten indicated they watched every Sunday, and one said they went morning and night.

Figure 1

Results of the opinion portion of the survey yielded no significant difference between participant and non-participants, and all binary coded results can be found in table 2. Based on cursory analysis the binary responses were highly skewed, but some had what seemed to show more varied response values.

Neighbors were generally considered trust worthy, with all but one respondent indicating agreement with the statement. When posed the question that neighbors are generally trustworthy and honest the number of affirmative responses fell from ninety-eight to ninety-six. The general trend in finding

neighbors are trusted held true for the question asking that if one needs help then neighbors will help, yielding a ninety-six affirmative responses to three negative responses. None of these responses yielded a significant difference between participants and non-participants.

There was no significant difference in response values along participant lines for the question asking if the Nigerien government can be trusted to make correct decisions for the community. Results for government trust indicators were far more varied than others. Binary coded responses yielded no significant results, but responses were overall less positive than all other opinion questionnaire. These data met the chi-square criteria, and were analyzed as Likert values in a 2x5 contingency table, the results of which are found in table 3. When assessing full range of response values the results remained no different between groups for the response indicating government ability to make correct decisions for community and that they will provide help when needed. General trustworthiness of government, although insignificant at specified .05 alpha level, was only marginally insignificant [$p=0.0628$]. Eighty-five of the ninety-nine responses indicated agreement that committees are beneficial. This result is insignificant when stratified by participant [$p=0.5989$].

Table 3

Bivariate Opinion Response Statistics

	<i>Neutral/Negative</i>	<i>Positive</i>
Trust neighbor with livelihood	1	98
Trust neighbors to make correct decisions for community	1	98
Neighbors generally honest and trustworthy	3	96
Neighbor will help if needed	3	96
Trust government to make correct decisions for community	35	65
Government generally honest and trustworthy	53	47
Government will help if needed	64	36
Trust NGO's to make correct decisions for community	3	96
NGO's generally honest and trustworthy	5	94
NGO's trusted to make correct decisions for community	4	95
Village committees are beneficial to community	14	85
NGO's bring beneficial	1	99

programs to community		
Satisfied with health services in community	24	76
Health facilities in good repair and help to create good health in community	42	57

In contrast, opinion regarding non-governmental organizations (NGO's) shows that the subjects almost unanimously trust the decisions of NGO's in helping their community. Subjects indicated across both groups that NGO's are trustworthy with ninety-six of ninety-nine agreeing that NGO's make the correct decisions for the community. In addition, ninety-four of the ninety-nine subjects indicated they believe that NGO's are honest and can be trusted. Across all subjects, ninety-five of ninety-nine subjects indicated they agree NGO's will provide help in times of need. The statement regarding NGO's bringing beneficial programs to the community produced an all but unanimous agreement across groups, with only one person answering neutral, twenty-two responding with agreement, and seventy-six strongly agreeing with the statement.

Satisfaction with health services within the community resulted in seventy-five responses in agreement and twenty-four responding either neutral or disagreeing when analyzing the binary coded response variable. When the full range of responses were analyzed based on participation status the results produced no significant difference between responses in either group. The response regarding health facilities creating good health and being in good repair was met with a very split response based on the initial binary response variable indicating fifty-seven agreed, and forty-two were either neutral or disagreed with the statement. The full breakdown of responses shows that fifty-six responded in the affirmative, with thirteen giving a neutral response and twenty-nine indicating disagreement. The analysis by participant group shows that there is no significant difference in the responses across groups [$p=0.4124$].

Next, socialization questions were analyzed and summarized in table 4. There was no significant difference in the number of subjects in either participant or non-participant groups reporting living with their parents in the same household ($p\text{-value}=0.1114$). The next question regarding how often respondents socialize with their parents received highly positive answers mostly in the seven days or more category and no difference was noted between groups [$p=0.5508$]. The statement asking for frequency of socialization with siblings yielded no significant difference across participant groups [$p=0.8864$]. Twenty-eight participants and thirty non-participants indicated socializing with their siblings seven days or more a month. These findings were reflected by responses to the question regarding socialization with unrelated friends, which yielded no significant difference between the participant and non-participant groups [$p=0.135$]. Ten and fifteen participants and non-participants respectively reported seeing unrelated friends more than seven days out of a month. The question asking about strangers from within the village showed no significant difference between the participant and non-participant group [$p=0.5090$]. On frequency alone the response with the highest representation is that

of one to three days per month, which received forty-four of the ninety-five total responses. When presented with the question regarding socializing with strangers from outside of village there was again no significant difference indicated between participant and non-participant groups [$p= 0.5836$]. This question yielded similar results to the previous question regarding strangers from within the village, with fifty responding that they socialize with strangers from outside of village one to three days in any given month.

Table 4

Frequency Statistics for socialization measures

Days in any given month socializing with...	<i>0 days</i>		<i>1-3 days</i>		<i>3-5 days</i>		<i>5-7 days</i>		<i>7+ days</i>		<i>P-value</i>
	P	NP	P	NP	P	NP	P	NP	P	NP	
Parents	2	0	4	4	2	4	2	4	38	33	0.5508
Siblings	0	0	12	10	5	3	4	3	28	30	0.8864
Unrelated friends	0	1	17	7	12	9	11	13	10	15	0.1350
Strangers from within village	3	1	25	19	5	10	5	5	12	10	0.5090
Strangers from outside village	2	3	25	25	9	10	7	2	7	6	0.5836

Respondents were asked to indicate the number of local leadership committees or activities they have been involved in over the prior year. The responses did not differ by group, $\chi^2=0.7872$ [$p=0.9402$]. The distribution of responses is of importance, because twenty people indicated they attended four or more times attending, thirteen indicating three, and the remaining sixty-three indicating two or less. There was no difference indicated in the number of times that respondents took part in political activities [$P=0.6179$]. The most frequent reply to this question was zero with fifty-six responses, and sixteen indicated they participated in political activities at four or more times in the last year. There was no significant difference in those indicating that they have organized any community event or activity between participant groups $\chi^2=0.0041$ [$p=0.9042$]. Amongst those who gave a positive response to the prior question, which yield no significant difference between groups $\chi^2=1.5376$ [$p=0.6736$]. The most frequent response was two events or activities with twenty-eight of sixty-three responses, and thirteen indicated one activity planned, the remaining twenty-two indicated three or four or more activities planned.

The count data was restricted to the questions asking about the number of community committees involved in, and the number of NGOs that respondents participate in. The results of the analysis give probability distributions that are appropriate when a higher count is a rarer event, which in this case is appropriate since a bulk of respondents indicated involvement in one or two committees or NGOs. Age was added because there is a significant difference in age of participants, which may contain the explanatory power of the participant variable. When the Poisson model was run on community committee participation count data it was found that participation in Soccer for Kids had little influence on the count, but age had a statistically significant negative relationship with participation in community committees [$-.087$, $p\text{-value}=0.0003$]. For NGO participation counts the same model was fitted, and similar results produced with a negative relationship between age that is statistically significant [-0.0446 , $p=0.0389$] and participant was still not significantly contributing to expected value of participation [$p=0.9650$].

Conclusions

These findings have suggested a great deal of parity between the two groups of participants and non-participants in Soccer for Kids, which is ideal given that this is a formative evaluation. The difference in participation in local committees and with NGOs is also close and influenced by age, which will provide a reference point for future evaluation activities. Respondents might highly trust NGOs, which is likely a good indicator that the Liboré is a receptive community to NGO activity. Communal trust in each other is also rather high, and that has been indicated as a strong indicator of social capital development or potential for development (Sabatini, 2008). What can result from finding no significant difference in these results will allow for assumptions of mean equality, which will simplify future evaluation analysis. It also gives some indication that there is not a strong self-selection bias taking place, and that participation might be associated with other factors not accounted for in the evaluation.

The community has some issues with ***bonding social capital***, as indicated by the high number of participants indicating that they live with parents and/or spend more than one week every month socializing with parents. Additionally, socializing with siblings is strong, which indicates that there is

likely a high amount of bonding social capital. This finding is subjective, because there is no true ***bonding social capital indicator*** included in this study. ***Bridging social capital*** is not nearly as well developed as bonding given the lower rates of socialization with unrelated friends and strangers both from within and outside of village or hamlets. These response rates, though possibly troubling, may simply reflect the local level of economic development and community makeup. It has been indicated in an interview with the local Soccer for Kids administrative partner that families tend to disperse throughout the community, but that there are some families that move into the community that live all in the same area (Hamani, 2014). Further, a previous report indicates that in the Liboré commune subsistence farming is highly prevalent, meaning that little commerce of agricultural products takes place, and few have formal employment and that employment generally is in Niamey to the north (Madougou, 2009). Therefore it is hard to distinguish whether the development is a symptom of poor bridging social capital, or vice versa.

Findings from this evaluation cannot be used to make general inferences, because this is a cross-sectional study. This formative evaluation can be replicated at later date, with or without same subjects, to obtain a difference statistic and measure changes in these survey variables over time since the introduction of the indestructible balls provided by One World Futbol. Furthermore, these findings serve as an initial test of the survey tool, and will provide valuable insight in later simplification of questions.

Limitations

This evaluation was a formative evaluation conducted with limited resources and formulated outside of the target country and community. Because of financial constraints there was no capacity to maintain appropriate sample size for some inference while also testing the survey for relevance. The desired sample size to produce sufficient power and reduce type 2 error was much higher than the 100 subjects we paid to sample from.

In addition to financial and operational constraints; the survey was originally written in English and then translated to French by the survey writer who is not fully fluent in French. There could have been some meaning lost in translation, which is always a concern when translating. Some additional limitation to this was the fact that no testing was done on the survey tool, which means that fixes to the survey tool could not be made before full implementation.

There is an additional problem that we encountered with communication between the evaluator and the surveyors. This evaluation was meant to include a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in addition to the

Recommendations

Program Plan

As Soccer for Kids develops it will need a plan to guide the development. The program plan will provide a detailed guide of the organizations goals, how it plans to achieve them, and inputs and expected outputs. In general, a program plan can include these basic themes: background and justification, objectives, implementation and management plan, monitoring and evaluation, and budget.

The background and justification section can include the story of how Soccer for Kids started, and as the program develops can be filled further to include new themes to be targeted, if any. Background includes a statement of the problem to be addressed by a program, local history relevant to the problem, if the problem is part of a national or international goal or initiative, how the need was identified and if beneficiaries were involved in identifying, and existing partnerships and resources for delivering the program. The introduction to the formative evaluation is a good start, because generally a program plan precedes an evaluation so the introduction is meant to provide a similar base to the background and justification.

From the background move into the objectives, which will articulate objectives in the short-, medium-, and long-term. In the short-term, process objectives help to meet small goals typically associated with the delivering of program in the field. These objectives tend to be administrative in nature, and are meant to provide structure to produce the medium- and long-term goals. An example of a process objective might be to specify a number of balls to be distributed to a certain number of schools with accompanying training exercises completed by a set date. The medium-term goals should be directly linked to achievement of the process objectives, and are those objectives that relate to the targeted problem identified over a time horizon of one to three years. In the Soccer for Kids environment you might expect a certain percent of participants to see an increase in positive attitudes reported, or a certain set number of days of on-time attendance at a participating school. Long-term goals are easily extended from the medium-term on a time horizon exceeding three years. The time horizons should be used only as a guideline, because in many cases long-term is considered only after one year, and a medium-term might not be recognized.

The implementation and management plan should logically flow from the objectives. This section needs to incorporate the objectives into expected results, and how they will be achieved in the delivery of the program. Activities and plans to achieve results need to be included with time tables for achievement. In addition, targeted audiences should be identified for each activity. If an activity is identified that will teach refereeing, then the audience for a referee program should be identified as should the likely different audience of normal soccer playing activities in local primary schools. Next, this section should identify management plans for the implementation of the project including who will be responsible for carrying out activities and overseeing all domestic activities. This section can include a logic model of the program, which is essentially a flow chart of all identified elements of the section stated previously. This implementation plan should be able to stand alone, outside of the Pencils for Kids context, and articulated within the Pencils for Kids organizational context.

Project monitoring and evaluation has been started with this report. That section of a program plan should incorporate key metrics and tools meant to collect those metrics. This should also speak to who will be responsible for collection of data, analysis, and producing reports. This may incorporate some themes from the previous section, but it is different and should be treated as a distinct set of planned activities. Next, develop a budget of expected expenditures and in-kind contributions necessary to achieve all previously stated activities. Because this is a voluntary organization the budget may be more straightforward, but there should be some account for expenditures necessary for travel to and from

Niger, the value of balls, and any other activity cost associated with Soccer for Kids only. Pencils for Kids programs and expenditures, though linked, should not be included in the Soccer for Kids budget.

The following sections outline some recommendations that are meant to improve the rigor of ongoing data collection and help to guide expansion of the program.

Data collection

First, Soccer for Kids needs to establish an ongoing monitoring plan, which will be used to replicate results at all implementation sites. It has been suggested that sport for development programs should focus on maintaining ongoing evaluation, and that this can be achieved through the use of a logical framework approach or participatory evaluation (Levermore, 2011). Either approach can be used to keep track of select indicator variables of interest. These two approaches to evaluation are very different, with one being a highly quantitative approach and the other more qualitative. The logical framework is a general model for program planning that requires identification of causal linkages between inputs and outputs ("Logical Framework | USAID Learning Lab," 2014). Participatory approaches can be far more flexible in methods, quantitative and/or qualitative, in team and community members incorporated into the evaluation plan, and additional benefits of being used to realign project goals with community priorities (Irene Gujit, 1998). In the context of this program there is an argument that can be made for both approaches, and both approaches are widely used throughout the sport for development field.

Of primary concern for the Soccer for Kids program evaluation are indicators that will allow for robust analysis of the program effect in communities. In the development context, and particularly in the organizational context of Soccer for Kids, there is a need to consider financial constraints. Current survey questions collect social capital indicators, which are intended to approximate changes in moods that will in turn affect local development capacity (Sabatini, 2008). To go further into the effect of Soccer for Kids on social capital development additional data items need to be collected. Some development indicators that are of interest in the organizational context of Soccer for Kids and Pencils for Kids as well as the development context are:

School attendance for participating children

Health indicators

Game attendance

Human Development Index

Some of these may rely upon school administrators to indicate school attendance for each child, and keep track of attendance daily. This type of data can be used to construct comparative analysis among children before and after soccer program initiation, and can be used to assess difference of education indicators such as average attendance rates and average education attainment levels in future against the national average. This can also provide one third of the local human development index, as calculated by the United Nations Development Programme (Malik, 2013). If Soccer for Kids can measure

local income, then the local human development index can be computed with national life expectancy numbers available through the World Health Organization.

It may be beneficial to take some basic health indicators due to the physical nature of soccer. These indicators can include wasting measures, such as Body Mass Index and upper arm circumference, and development indicators such as height and weight for age. The measures are easily obtained, and will provide targets for programs, such as Pencil for Kids' Farmers for the Future program, that can enhance the overall effect of the soccer training. These indicators will allow Soccer for Kids to develop synergies in developing programs around land development for soccer and agriculture.

In addition to the repeating of the basic survey conducted for this evaluation; game attendance should be recorded as accurately as possible to determine value of Soccer for Kids as a tool for community bonding. By charting community attendance we can measure value to the community as well, and show that there is genuine local interest in Soccer for Kids beyond the children themselves.

As Soccer for Kids expands the program with the addition of new indestructible balls the opportunities for expanding service offerings may present itself, but monitoring will be key to meeting needs in the community consistently. It is also important to assess the services on offer through other NGOs in the area to assess if there is a need to expand services, or simply to expand partnerships and use the trust that we have seen indicated by the community to build a referral network using Soccer for Kids as an entry point for the NGO service sector.

Expanding Service Areas and Services

In expansion there is an opportunity to realize new opportunities to provide aid to children in need, and to chart the true effect of the Soccer for Kids program on communities. Systematic expansion will be important, and trustworthy emissaries and representatives within the communities need to be established and trained to carry out the program and data collection. Ongoing collection of data is important, and therefore must be streamlined to avoid resistance due to time constraints. The collection tool provided in the appendix has a streamlined format and, although currently in English, can be expanded to include biometric indicators for more sophisticated data collection in future.

Ideally, data collection would be conducted by teachers in local schools where the balls are used. If this is not possible, perhaps if the balls are not sent to schools in some situations, then whoever is in charge of the play activity should be responsible for either collecting data or delegating responsibility and ensuring collection of data. Paramount to the expansion and sustainability of the program is that the data continues, because the data will allow key insights to donors in future and can help to persuade larger donor organizations to commit funds to the program or community.

While expanding geographically Soccer for Kids should also consider expanding within the community to previously unserved children or families. In the interview with Hamani and Robin, there was no indication of prior incorporation efforts with disabled children, although there was no indication that there are any disabled children in the Liboré area. The United Nations recommend inclusion of disabled peoples into all sport for development activities as a way to showcase the principles of

inclusion in developing countries where disabled people are often left extremely disadvantaged due to their disability (Phillips, 2011). To achieve this there will be little need for drastic change to play, and it was suggested that physically disabled children can be given the opportunity to use a stick or some other implement to act as a goalie.

Appendix 1

Example: Ongoing attendance collection tool

School Name:	Date:
Childrens names (alphabetical order)	Present for school (oui, non, tardi)
1	
2	
...	
25	
...	
n	

This tool will be used to collect the attendance of each child at a school participating in Soccer for Kids. This tool is unnecessary if the school has a satisfactory means for collecting attendance data presently. Otherwise, this can be adapted to any school participating in Soccer for Kids.

Instructions:

Note the unique school name or identifying marker given to it either on the forms given to person responsible for collection. Note each day that school is in this data should be collected. Separate forms can be made, or the dates can be entered in sequence with month and year followed by each day data recorded using the form (example: 2014, June 1, 2, 3, 4). Each child who attends the school can be marked before printing form, or can be filled in by teacher. The “n” indicates that the number of children on each form can span from 1 to whatever number of children present in each school. Each day simply mark “O” for oui, “N” for no, and “T” for tard.

Appendix 2

Example: Biometric data collection tool

Name of Town/Village/Hamlet:	Date:			
Child Name:	BMI	Upper-Arm Circumference	Height for Age	Weight for Age
Child 1				
Child 2				
Child 3				
Child 4				
Child 5				
Child 6				
Child 7				
Child 8				
Child 9				
....				
Child n				

Appendix E

Competencies Matrix.



SCHOOL OF PUBLIC HEALTH | GLOBAL HEALTH DEPARTMENT

FIELD PRACTICUM COMPETENCIES

[The completed form is to be submitted with the field practicum proposal]

Identify the competencies that will be addressed during your field practicum by placing a check mark ☒ on either *Yes* or *Maybe* (if unsure).^a

Competency	Yes	Maybe
Global Health Department		
The field practicum will be community-based.	<input type="checkbox"/>	<input type="checkbox"/>
The field practicum will be in a cross-cultural setting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The field practicum will address priority public health needs of underserved populations.	<input type="checkbox"/>	<input type="checkbox"/>
ASPH - Capacity Strengthening		
Design sustainable workforce development strategies for resource-limited settings.	<input type="checkbox"/>	<input type="checkbox"/>
Assist host entity in assessing existing capacity.	<input type="checkbox"/>	<input type="checkbox"/>
Develop strategies that strengthen community capabilities for overcoming barriers to health and well-being.	<input type="checkbox"/>	<input type="checkbox"/>
ASPH - Collaborating and Partnering		
Develop procedures for managing health partnerships/develop organizational partnerships	<input type="checkbox"/>	<input type="checkbox"/>
Communicate lessons learned to community partners and global constituencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ASPH - Health Equity and Social Justice		
Implement strategies to engage marginalized and vulnerable populations in making decisions that affect their health and well-being.	<input type="checkbox"/>	<input type="checkbox"/>
ASPH - Program Management		
Conduct formative assessment/research.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Apply scientific evidence throughout program planning, implementation, and evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Design program work plans based on logic models.	<input type="checkbox"/>	<input type="checkbox"/>
Develop proposals to secure donor and stakeholder support.	<input type="checkbox"/>	<input type="checkbox"/>
Develop monitoring and evaluation frameworks to assess programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Utilize project management techniques throughout program planning, implementation, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>
Socio-cultural and Political Awareness		
Design health advocacy strategies.	<input type="checkbox"/>	<input type="checkbox"/>
ASPH - Strategic Analysis		
Implement a community health needs assessment.	<input type="checkbox"/>	<input type="checkbox"/>
Conduct comparative analyses of health systems.	<input type="checkbox"/>	<input type="checkbox"/>
Design context-specific health interventions based upon situation analysis.	<input type="checkbox"/>	<input type="checkbox"/>

^aAt least one GLBH competency and one Association of Schools of Public Health (ASPH) competency must be identified for the proposal to be approved. Check *Maybe* only for additional competencies that you may also address during your field practicum.

Source: Association of Schools of Public Health (2011). Global Health Competency Model. <http://www.asph.org/document.cfm?page=1064>