



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.....	3
Introduction.....	3
Methods.....	3
Results.....	4
Conclusions.....	4
Limitations.....	5
Recommendations.....	5
Program Plan.....	5
Data collection.....	5
Expanding Service Areas and services.....	6

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, 1995). 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).

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 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 4 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.

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>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 analysis of opinion questions was conducted using the chi-square test statistic. In some cases we used a stratified analysis by Soccer 4 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 five or less then it is more appropriate to apply the fisher's exact test, which has no assumption of expected frequency in any cell.

We found that ninety-eight of the ninety-nine subjects reported that they would trust their neighbors with their livelihood as well as trusting their neighbors with making correct decisions for their community. 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.

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. When asked that the government is generally honest and can be trusted, forty four indicated an agreement with this statement, but nineteen subjects indicated a neutral response and thirty indicated disagreement with the statement with an additional four subjects indicating strong disagreement. Bivariate response stratification yielded forty-seven positive responses to fifty-three neutral or negative responses.

When asked about trust in the government being generally honest and can be trusted 38 responded in the negative, which is nearly significant given the chi-square equal proportion test statistic of 8.9322 with 4 degrees of freedom and a p-value of 0.06. When asked if they believe the government will provide help when needed, responses were once again split with more disagreeing than agreeing. When stratified by participant status, there was no significant difference in response value, but when equal proportions chi-square test was applied to the responses it yielded a significant test statistic of 29.8571 with a p-value of <0.0001.

In contrast to what we have found in opinion regarding non-governmental organizations (NGO's) shows that the subjects almost unanimously trust the decisions of NGO's in helping their community. The 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.

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

When presented with the statement “In general village committees are beneficial to my community,” eighty-five of the ninety-nine responses indicated agreement with the statement. This question is rather self-explanatory, but the equal proportions test does indeed verify a statistically significant difference in the proportion answering in the affirmative (p-value: <0.0001). This result is insignificant when stratified by participant status with a resulting chi-square value of 0.00017 and p-value of 0.9675. The statement regarding NGO’s bringing beneficial programs to the community produced an all but unanimous agreement across groups, with only 1 person answering neutral, twenty-two responding with agreement, and seventy-six strongly agreeing with the statement.

A question stating that respondent is satisfied 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. The resulting equal proportions test statistic was highly significant with a p-value of <0.0001, although the same result does not hold when analysis is stratified along participant groups. When the full range of responses were analyzed based on participation status the results produced no significant difference between responses in either group. The following question posed the statement “Health facilities in my community are in good repair and help to create good health in my community.” This statement was met with a very split response based on the initial binomial 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.

The next set of questions that will be reported are questions regarding frequency of engaging in several different kinds of interactions. These questions will be tested using chi-square test and fisher’s exact test. Each question will be grouped along participation in Soccer 4 Kids and in some cases whether or not parents live in the same household as the subject. This set of questions intends to measure the difference in several characteristics identified as good estimators of social capital, although we do not have a means embedded within this evaluation to measure social capital itself. Our interest is in assessing for difference among group in different characteristics and providing a qualitative evaluation on levels of bridging, linking, and bonding social capital from the resulting statistics.

We have found that there is no significant difference in the number of subjects reporting living with their parents in the same household, with seventy-seven reporting that their parents live in the same household, thirty-seven and forty among participants and non-participants respectively, and likewise thirteen and six reporting living in households apart from parents. The chi-square test statistic has a value of 2.5336 with a resulting p-value of 0.1114. Although it seems redundant the next question regarding how often respondents socialize with their parents received highly positive answers mostly in the seven days or more category, with thirty-eight and thirty-three responses from participants and non-participants alike. When the same question was analyzed by whether or not parents live with respondent the total number of people socializing on seven or more days a month we found that of the seventy-one reporting they spend seven days or more with their parents, five of whom do not live with their parents. Only six people, with four who live with their parents and two who do not live with their parents, reported only socializing five to seven days a month. This represents seventy-seven of ninety-three respondents who report socializing more than five days a month with their parents.

All questions dealing with the number of days per month respondents report socializing with different groups of people produced no significant difference between participants and non-participants. The statement asking for frequency of socialization with siblings yielded no significant difference across participant groups (p-value: 0.8495). Twenty-eight participants and thirty non-participants indicated

socializing with their siblings seven days or more a month. No respondents indicated at all that they never socialized with siblings in any given month, while a further twenty-two participants claimed to socialize with siblings on only one to three days in a month. Further, there was no statistical difference displayed between groups who live with parents and those who do not (Fisher's exact test p-value: 0.1767). 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 (fisher's exact test p-value:0.135). When stratified by whether or not subject lives with parents analysis yielded same results (fisher's exact test p-value: 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 village showed no significant difference between the participant and non-participant group (fisher's exact test p-value:0.509). 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 (fisher's exact test p-value: 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.

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 were involved 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-value=0.0389) and participant was still not significantly contributing to expected value of participation ($p=0.9650$). This is not a surprising finding, because there might be several different factors contained within age that affect one's capacity to participate in several committees or NGOs.

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 be 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				

References

- Batjargal, B., & Liu, M. (2004). Entrepreneurs' Access to Private Equity in China: The Role of Social Capital. *Organization Science*, 15(2), 159-172. doi: 10.2307/30034721
- Hamani. (2014). Personal Interview. In E. Shirley (Ed.).
- Irene Gujit, M. A., Kiko Saladore. (1998). Participatory Monitoring and Evaluation: Tracking change together. *PLA Notes*(31), 28-36.
- Jacquelynne S. Eccles, B. L. B., Margaret Stone, James Hunt. (2003). Extracurricular Activities and Adolescent Development. *Journal of Social Issues*, 59(4), 865-889.
- La Due Lake, R., & Huckfeldt, R. (1998). Social capital, social networks, and political participation. *Political Psychology*, 19(3), 567-584.
- Levermore, R. (2011). Evaluating sport-for-development Approaches and critical issues. *Progress in development studies*, 11(4), 339-353.
- Logical Framework | USAID Learning Lab. (2014). Retrieved 28 March, 2014, from <http://usaidlearninglab.org/learning-guide/logical-framework>
- Madougou, A. (2005). About Liboré, Niger: A message from the Mayor of Liboré, Amadou Madougou. from <http://www.pencilsforkids.com/our-projects/about-libore-niger>
- Madougou, A. (2009). Plan de Developement Communal (PDC) de Liboré (pp. 35-40).
- Malik, K. (2013). The Rise of the South: Human Progress in a Diverse World *Human Development Report 2013* (pp. 146-147). New York: United Nations Development Programme.
- . *National Survey of Giving, Volunteering and Participating*. (2000). Retrieved from <http://www23.statcan.gc.ca/imdb/p2SV.pl?Function=getSurvey&SurvId=4430&SurvVer=1&InstalId=16024&InstaVer=2&SDDS=4430&lang=en&db=imdb&adm=8&dis=2>.
- Our Projects. (2013). from <http://www.pencilsforkids.com/our-projects/programs>
- Perks, T. (2007). Does Sport Foster Social Capital? The Contribution of Sport to a Lifestyle of Community Participation. *Sociology of Sports Journal*(24), 378-401.
- Phillips, N. (2011). United Nations Sport for Development and Peace - Inclusion of Persons with Disabilities within Sport Retrieved 5 May, 2014, from <http://www.un.org/wcm/content/site/sport/home/unplayers/memberstates/pid/15904>
- Putnam, R. D. (1995). Bowling Alone: America's Declining Social Capital. *Journal of Democracy*, 6(1), 65-78.
- Sabatini, F. (2008). Social Capital and the Quality of Economic Development. *Kyklos*, 61(3), 466-499. doi: 10.1111/j.1467-6435.2008.00413.x