



Social Capital, Health and Wellbeing

A planning and evaluation toolkit

Edinburgh Health Inequalities Standing Group

FOREWORD

We believe that increasing social capital is important and that its contribution to positive mental health, confidence and connectedness can have real health benefits for individuals and communities. That's why it's one of the four key themes in Making Edinburgh Healthier, Edinburgh's Joint Health Improvement Plan 2008-2011 (JHIP) and why we've developed a toolkit to support organisations to identify, measure and evaluate the work that they do to promote and develop social capital.

While measuring impact and effectiveness in these areas can be challenging, over the past few years methods have been developed which help to demonstrate the true value of social capital approaches. We hope you'll agree that this resource provides a framework for us to work together - with common aims and shared outcomes - to show the importance of developing social capital and measure the individual benefits and collective impact on the health and well-being of our communities.

Lynne Porteous

Chair, Social Capital Task Group
Health Inequalities Standing Group of Edinburgh CHP

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SECTION 1 • Introduction

Social capital is of benefit to health and well-being. This toolkit provides a way of understanding and measuring this.

For organisations whose work increases social capital, it will give a way of measuring what they already do. For others it will provide a framework to plan and evaluate new social capital activities. It will be useful, therefore, for managers, management committee members and funders to:

Measure the impact of existing work on social capital and health

Clarify health and social capital outcomes.

Develop ideas to increase social capital.

Plan or commission new work.

This toolkit does not replace existing forms of evaluation and planning, but provides ways of evidencing how social capital leads to positive health and wellbeing outcomes.

We have drawn heavily on existing good practice in this field and have worked with practitioners to develop and test this toolkit. A list of references and resources is provided at the end of the toolkit for people who want to find out more.

Action on social capital contributes to several of the Scottish Government's national outcomes, but the key ones are the following:

- 6: People live longer, healthier lives.
- 11: We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.

Social capital - defining what we mean

Since the 1970s academics and policy-makers have used a range of definitions of social capital. Using their work we have defined social capital as:

- The resources people develop and draw on to increase their confidence and self-esteem, their sense of connectedness, belonging, and ability to bring about change in their lives and communities.

Types of social capital

The toolkit describes three types of social capital: bonding, bridging and linking.

Bonding: strong supportive ties which occur within a group, e.g. a family, circle of friends, club, religion, ethnic group etc.

Bridging: weaker ties that connect people across group boundaries, for example with work colleagues, acquaintances, individuals from different communities etc. These are critical to providing access to new ideas, resources, communities and cultures.

Linking: connections between those with different levels of power or status. They connect people that may have similar ideals but who move in different social classes and circles. Linking ties are important for strategic outcomes, and for increasing the ability of individuals and communities to influence change.

Social capital: a positive impact on health inequalities

Health inequalities arise when some people have less access than others to resources that support health and well-being. There are many risk factors which contribute to health inequalities including poverty, low educational achievement, poor environment, and lack of self-esteem and hope. People may, in addition, experience problems in accessing services on the grounds of age, disability, ethnicity, gender, faith/belief or sexual orientation. These can result in lower levels of physical and mental health, reduced well-being and shorter life expectancy.

Developing social capital is one way to tackle the health inequalities that result from social isolation, low levels of support and low self-confidence. This toolkit identifies the protective health factors that can result from

strong networks, good levels of support and positive relationships which help to integrate individuals and communities. These benefits include:

- Increased confidence and self-esteem.
- A sense of connectedness and belonging.
- The ability to bring about change in your own life or in your community.

Evidence shows that all of these are protective factors in relation to health.

Organisational self-assessment checklist for social capital and health

Many organisations already do work that increases social capital and improves health; others might like to start doing so. The following list provides examples of services, activities and ways of working that can contribute to this increase.

Type of Social capital	Type of Activity
Bonding	<ul style="list-style-type: none"> Buddying activities Mentoring activities Informal group activities that bring people together and reduce social isolation
Bridging	<ul style="list-style-type: none"> Volunteering opportunities Time banks Opportunities for different groups of people within a community to get together to share information and experiences e.g. organising groups, activities and events Opportunities for people to develop new skills Providing information on local issues to stimulate awareness and discussion
Linking	<ul style="list-style-type: none"> Gathering input from service users on the services offered and the organisation's priorities Facilitating people and/or organisations from different communities to get together to share information, discuss common issues and/or engage in joint action e.g. campaigning Providing opportunities for people to communicate their views to institutions/structures with power and resources e.g. lobbying

SECTION 2 • Using the toolkit

Many organisations and communities are working to increase social capital and health and therefore want to measure how well they are doing. This section describes the steps an organisation can take to achieve this.

Social capital: an outcome-based approach

This toolkit uses a logic modelling approach to show how short-term outcomes make a long-term difference. It is therefore important to know what outcomes are and to be clear what level of outcomes you can realistically achieve and measure in your day-to-day work.

In logic models there are three levels of outcomes; long-term, medium-term and short-term. The logic model expresses these outcomes as a hierarchy, with long-term outcomes presented on the right hand side of the page and the others inserted in turn moving left across the template.

Outcomes are usually expressed as statements of change and written in the present tense. The logic template at Appendix 2 lists examples of the kind of things that would be included in each column.

Long-term outcomes are those that show changes in health, economic, social or environmental conditions. Two long-term outcomes for social capital and health have been identified through our work:

Social capital long-term outcomes

Edinburgh residents have improved well-being and resilience.

Edinburgh has vibrant communities, where citizens are actively involved.

Medium-term outcomes show the policy, practice or behaviour changes that result over time from actions taken. Three medium-term outcomes have been identified, one for each of the three types of social capital.

Social capital medium-term outcomes

Type of Social capital	Outcomes
Bonding	More people have strong and supportive friendships and contacts to draw upon.
Bridging	More people have community connections.
Linking	More people who experience inequality influence decisions that affect their life or community.

Short-term outcomes are the more immediate results of an organisation's activities or services and include increased awareness, knowledge, motivation and aspiration. These will be the main focus of an organisation's work and therefore of this toolkit. A list of short-term social capital outcomes is given at Appendix 3 on pages 17-19: there is one page for each of the three types of social capital: **bonding, bridging and linking.**



Creating your own social capital logic model

A blank template is provided for you to complete at Appendix 1 on pages 14 - 15 and in the flap at the end of the toolkit. Alternatively you may find it more convenient to complete this template online. It can be found at this website: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html>

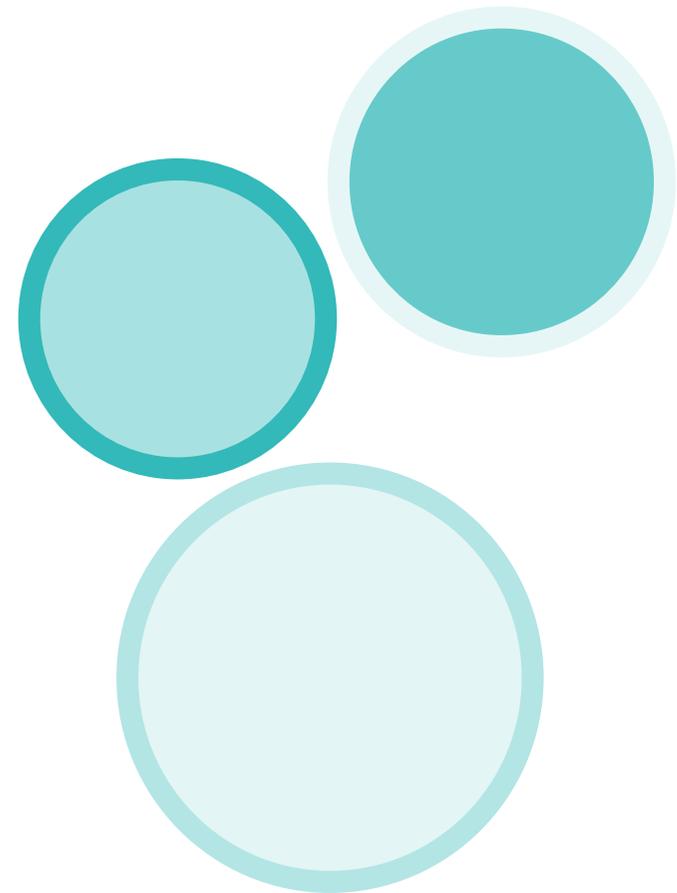
As you follow each step, insert into this template the outcomes, actions and indicators that are most suitable to your work. You will end up with a template that sets out in a logical way the work you are doing to increase social capital.

Step 1: Look at the self-assessment checklist on page 4 and consider whether you are already doing work to increase social capital or would like to do.

Step 2: Select from page 5 the **long-term outcome** that best fits this work. Insert it into the right-hand column of the blank template on page 14.

Step 3: In terms of the work you are doing or plan to do, select the type of social capital it best fits with: bonding, bridging or linking. Then select from the list on page 6 the **medium-term outcome** that fits best. Insert it into the template in the relevant column.

Step 4: Short-term outcomes for the three types of social capital are listed on pages 17-19. After thinking about your work, select up to three short-term outcomes that fit best. Insert these into the template.



- If you are working with vulnerable clients, you may find that **bonding** outcomes fit best. These are listed on page 17.
- If your project is focussed on strengthening community networks, you may find that **bridging** outcomes fit best. These are on page 18.
- If your work has a campaigning element you may find **linking** outcomes fit best. These are on page 19.

Step 5: Identify who it is you want to reach - who are your **target groups**? Check that they are sufficiently inclusive. Insert these into the template under the heading Outputs - Participation.

Step6: Identify the **activities** you are doing or plan to do to achieve the short-term social capital outcomes. Insert the relevant activities into the template under the heading Outputs - Activities. (These will be specific to your organisation.)

Step 7: Identify the resources, or **inputs**, you are investing in your activities e.g. staff time and financial resources. Insert information on these into the template on the left-hand column.

If you've completed these steps, you will have completed the first side of the logic model that reflects your work and demonstrates its contribution to social capital outcomes.

The next stage is to consider how you will measure success and complete side 2 of the logic model.

Gathering the evidence/ measuring impact

When it comes to social capital, much of the evidence involves looking for changes in people and their life circumstances (for example, changes in attitude, behaviour and quality of life.).

There are several ways to gather this evidence, including the following:

- Individual work with a service user when the person first arrives and then again 6/12 months later. This can take the form of an individual interview or informal chat. We offer several tools that can be used at this interview.
- Discussions with project staff and other professionals working with the individual.
- Focus group with a few project users or participants in an activity to gather feedback.

The following pages offer examples of useful tools to help you explore with a service user how they feel, what social networks they have, and how involved they are in their community. More information is given under each tool on how to use it.

Tool 1: A relationship map

Tool 2: A weekly diary

Tool 3: The Warwick Edinburgh Mental Well-being Scale (WEMWBS)

Tool 4: Assessing impact on social capital - sample questions

The key thing is to select the right tools for your organisation and your service users, so you can measure impact in the most effective way for you and the easiest way for your users.

To complete side 2 of your logic model, please use the following steps. Taking these steps will help to ensure that your planning takes into consideration all relevant factors.

Step 8: Think about your actions and activities and decide how you will measure success. Some ways of doing this are suggested on pages 17 - 19 under short-term outcomes and you may have others you are already using. Insert your chosen indicators into side 2 of the template under **Approaches to Self-evaluation**.

Step 9: Decide how you will gather evidence of the work you are doing. Again some methods are suggested on pages 17 - 19 and you may have others you are already using. Insert your chosen methods into side 2 of the template under Approaches to self-evaluation.

Step 10: My assumptions: in planning our work we all make assumptions. Please note in side 2 any major assumptions you are making that will impact on the outcome of your work e.g. there is considerable demand for these services; partners are keen to work jointly; funding will continue at current level; this particular area of work will remain a government priority in medium-term etc.

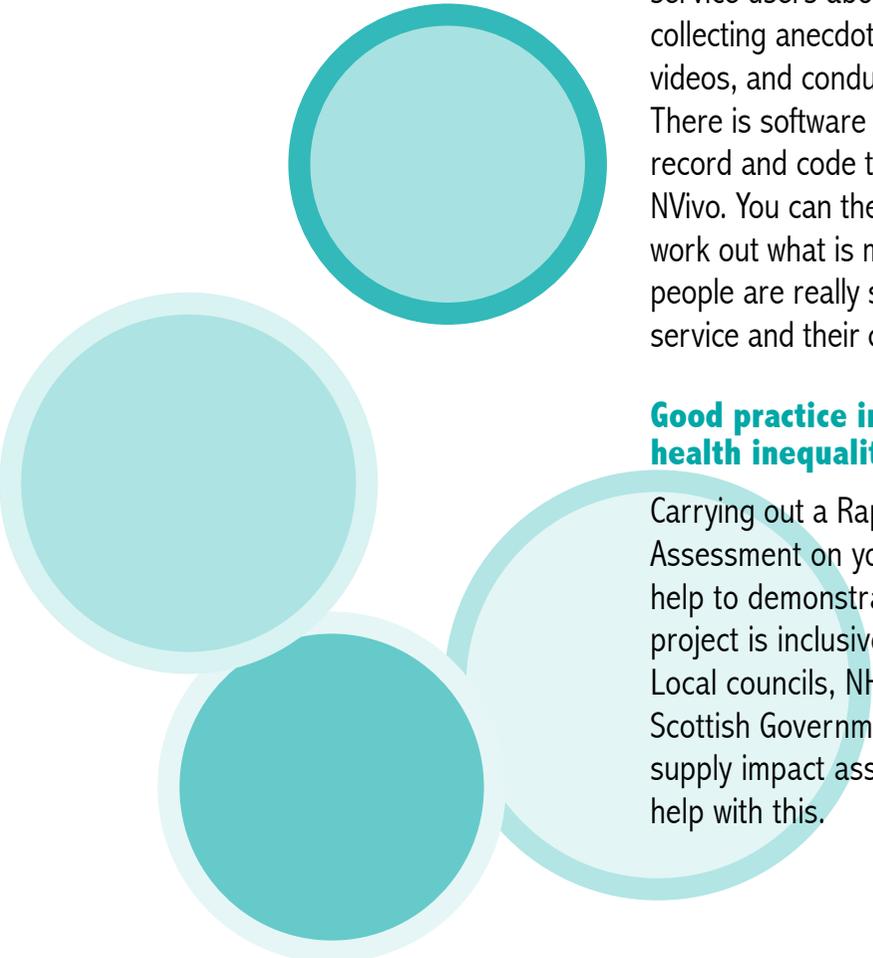
Step 11: External factors: consider the external factors that will influence the success of your work, and note here actions and policies of external organisations that will impact on it. This might include the economic situation, Scottish Government or local government strategies or funding; key staff remaining in place; willingness of partners to change how they work etc.

Step 12: Risk management is a process to reduce the impact of events that might lead to failure to achieve outcomes. Organisations

should identify key risks, recommend a strategy to reduce each risk and ensure that progress is monitored for the life of the project. These should be entered in side 2 under **risk register** and **risk responses**.

Other ways to gather evidence, analyse and present data

There is a wide range of methods useful in gathering evidence of social capital outcomes in a community, including focus groups, interviews, case studies, and visual techniques. This is a large topic in its own right and other works already cover this. For example, a useful guide that links to social capital outcomes is “Befriending and mentoring: an evaluation resource pack”. It can be found at the website www.evaluationsupportscotland.org.uk along with a wide range of downloadable materials on self-evaluation.



Another interesting example involves the use of ethnographic methods: going into the community, talking to local people, stakeholders and service users about key events, collecting anecdotes, photos and/or videos, and conducting interviews. There is software available to help to record and code this evidence e.g. NVivo. You can then sit down and work out what is meant and what people are really saying about a service and their community.

Good practice in addressing health inequalities

Carrying out a Rapid Equality Impact Assessment on your project can help to demonstrate whether your project is inclusive or accessible. Local councils, NHS Boards and Scottish Government websites can supply impact assessment tools to help with this.

Checking for equity of access

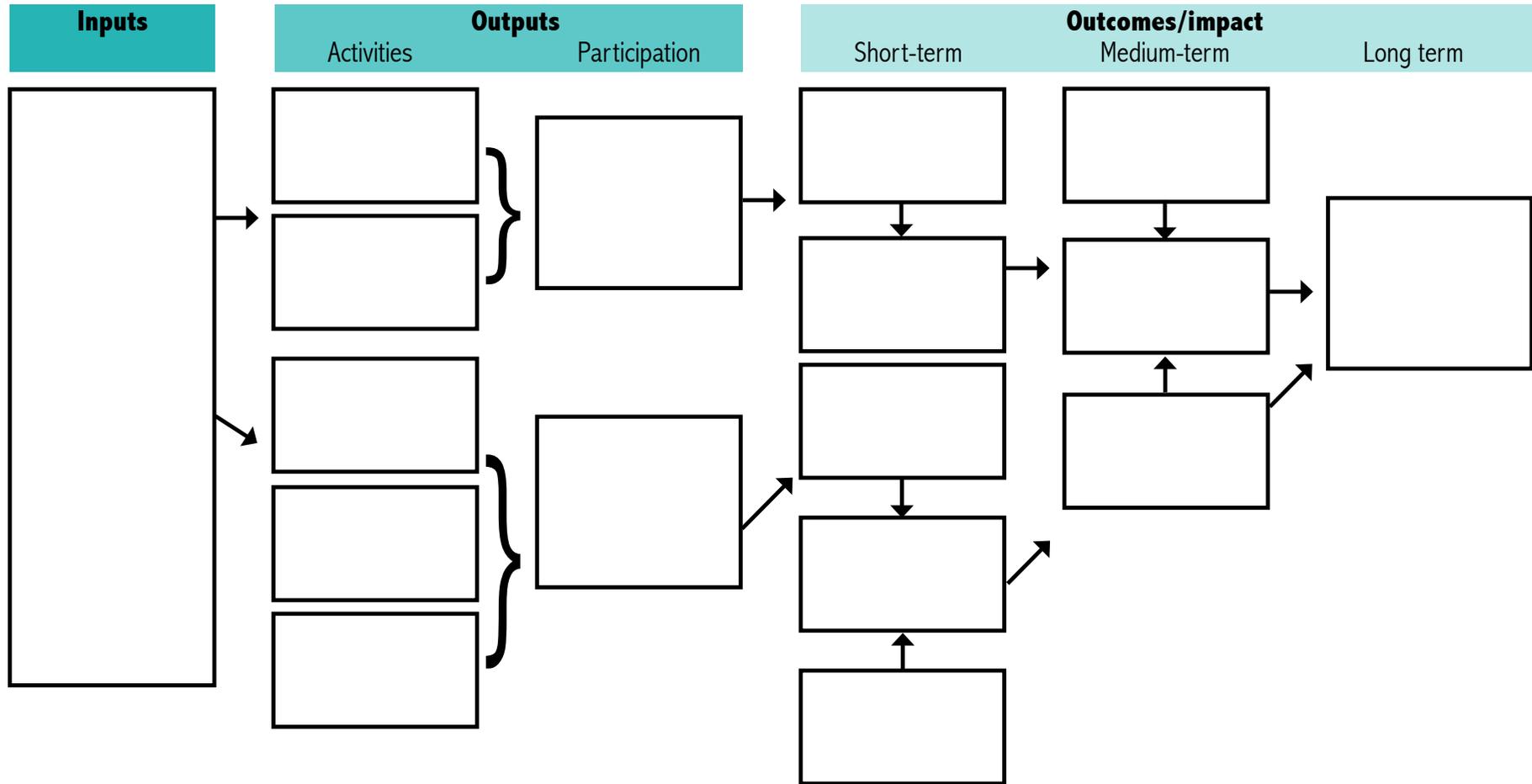
Wherever appropriate, encourage all service users to complete equality monitoring forms. You can then audit these to ensure that you are reaching all sections of the community to increase integration across equality strands (age, disability, ethnicity, gender, faith/belief and sexual orientation). Where there are gaps in involvement consider ways that you could make your service more inclusive e.g. through partnership and/or joint working with single issue organisations such as a local disability or minority ethnic group.



APPENDIX 1 • Blank logic model template for your use - side 1

Program: Logic Model (Add/change boxes and arrows as needed)

Situation:



Blank logic model template for your use - side 2

My assumptions

External factors creating influence
Sociological, technological, environmental,
economic and political factors

Approaches to self evaluation
Key performance indicators
and methodologies

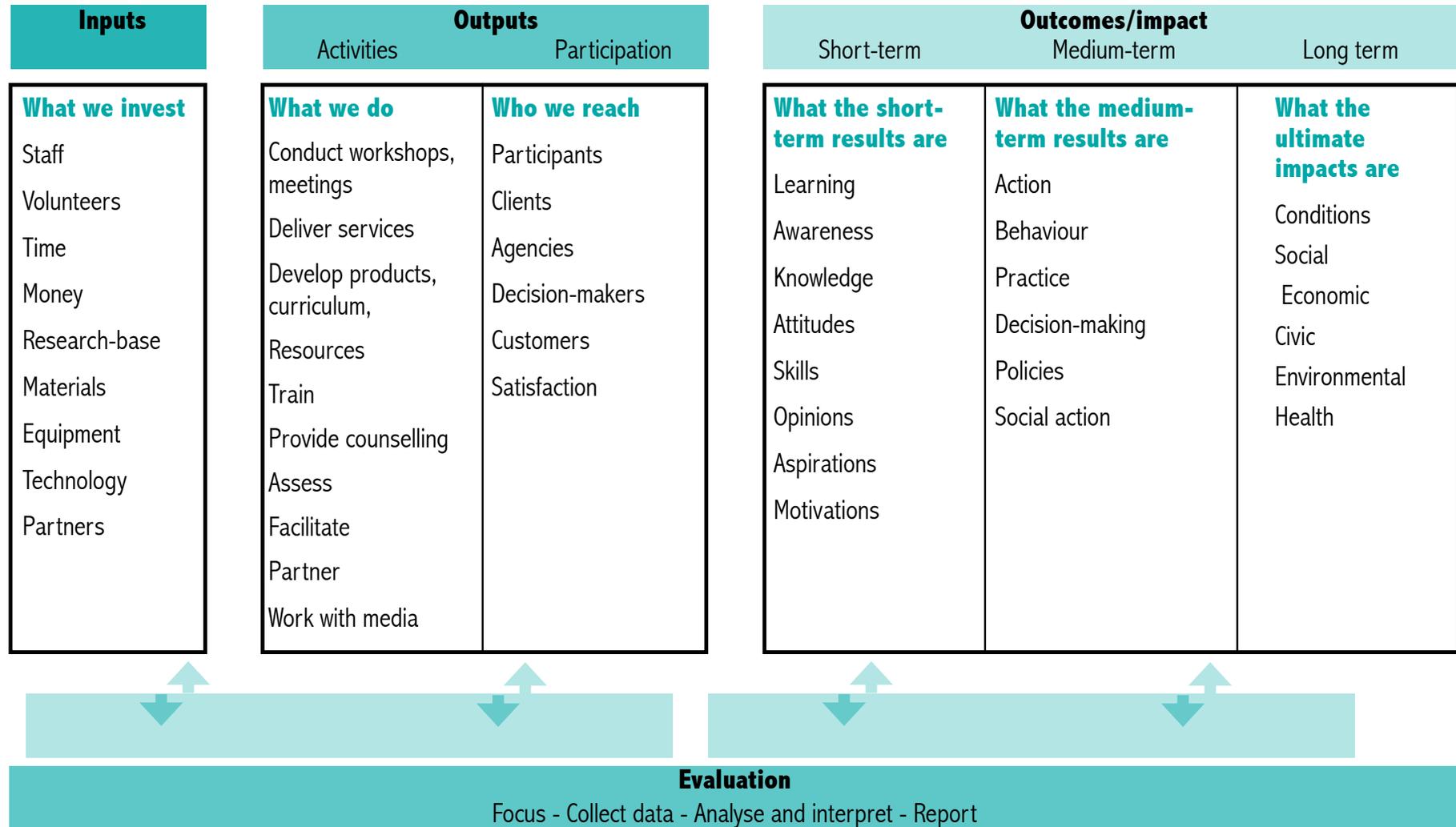
Risk register

Risk responses

Additional notes

APPENDIX 2 • Logic model template with suggested content (based on University of Wisconsin model)

Program: **Logic Model**



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Assumptions

External factors

APPENDIX 3 • Short-term outcomes for social capital: bonding, bridging and linking

A. BONDING - (Select those that are most relevant for your organisation)

	Example indicators	Example ways of gathering the evidence	Short-term outcomes	Medium-term outcome	Long term outcome
1	Number of participants reporting increased confidence in tackling problems and enhanced self-esteem	<ul style="list-style-type: none"> WEMWEBS survey undertaken with individual at the beginning and after 6-12 months participation Use of evaluation questionnaire after a period of time 	Participants have increased confidence and self-esteem	More people have strong and supportive friendships and contacts to draw upon	Edinburgh residents have improved well-being and resilience
2	Number of participants reporting improved mental health and wellbeing	<ul style="list-style-type: none"> WEMWEBS survey undertaken with individual at the beginning and after 6-12 months participation Evidence from other professionals Observation by staff 	Participants feel happier and better in themselves		
3	Number of participants who feel they have more opportunities to improve their lives	<ul style="list-style-type: none"> Questionnaire/interview and/or case study Individual goal-setting session 	Participants feel they have more influence over their life circumstances		
4	Number of participants who feel they have more support from other people	As above	Participants feel more supported by other people		

Short-term outcomes for social capital

B. BRIDGING - (Select those that are most relevant for your organisation)

	Example indicators	Example ways of gathering the evidence	Short-term outcomes	Medium-term outcome	Long term outcome
1	Number of participants who are participating in volunteering	<ul style="list-style-type: none"> Monitoring number of people who volunteer Monitoring amount of volunteering by using individual weekly diary 	More people are participating in volunteering	More people have community connections	Edinburgh residents have improved well-being and resilience
2	Number of people taking part in community groups, activities and events	<ul style="list-style-type: none"> Monitoring number of attendees at volunteering sessions, groups or activities 	More people are taking part in community groups, activities and events		
3	Number of people who know more about their community	<ul style="list-style-type: none"> Questionnaire Local survey 	People know more about their community		
4	Number of times per year that people from different organisations or groups meet to share information	<ul style="list-style-type: none"> Keep record of number of such get-togethers Record level of attendance at get-togethers e.g. events and meetings (including participation by people from equality groups) 	More people are getting together to share information and discuss common issues		

Short-term outcomes for social capital

C. LINKING - (Select those that are most relevant for your organisation)

	Example indicators	Example ways of gathering the evidence	Short-term outcomes	Medium-term outcome	Long term outcome
1	<p>Increase in number of project users participating in influential networks</p> <ul style="list-style-type: none"> • Policy change reflects participant contributions • Increase in levels of funding/other resources going into the communities • Changes in ways services are delivered e.g. more integrated services 	<ul style="list-style-type: none"> • Minutes of meetings • Interviews with participants • Surveys • Policy documents • Interviews with participants • Letters of offer from funders • Changes to services 	<p>People who experience inequality influence wider decision making processes</p>	<p>More people who experience inequality influence decisions that affect their life or community</p>	<p>Edinburgh has vibrant communities, where citizens are actively involved</p>
2	<p>Number of issues on which people from different communities or equality groups engage in joint action</p>	<ul style="list-style-type: none"> • Check reports, meeting papers/ minutes to identify actions on relevant issues 	<p>People from different communities undertake collective action around a mutually agreed issue</p>		

APPENDIX 4 • Tools for gathering evidence of impact on social capital

Tool 1: The Relationship Map

This may be helpful where the focus is on developing someone's networks, support systems, relationships or friendships or where social isolation is a particular issue. Using this tool, an individual can identify the important people in their life by plotting on the sheet the people they know, putting them closer to or further from themselves (in the middle), depending on the closeness of the relationship.

This will give a snapshot of levels of "connectedness" at a given point in time. If the tool is used at intervals throughout an individual's involvement with a project (or at least at the beginning and end) it can help assess how social networks or supports have increased.

This tool can be also used to help someone identify specific relationships that can be strengthened or deepened e.g. family members the person has lost touch with or with community members they would like to get to know better.

How to use

Step 1

Ask the individual to place themselves at the centre of the page and then to mark on the diagram the people they feel they have strong ties and bonds to - those closest to them, that they know and see regularly. These can be family members, friends or colleagues and it's important that the emphasis is on quality not quantity! This may be a difficult exercise for someone who feels very isolated. Working outwards, ask them to mark on the diagram those they have less ties or bonds to (again this can be anyone, family, friends, acquaintances etc).

Step 2

Once they have drawn the map, discuss it with them. The following questions may be helpful in this process: "What do you think about your map?" "On a scale of 1 to 10, how happy are you with what the map

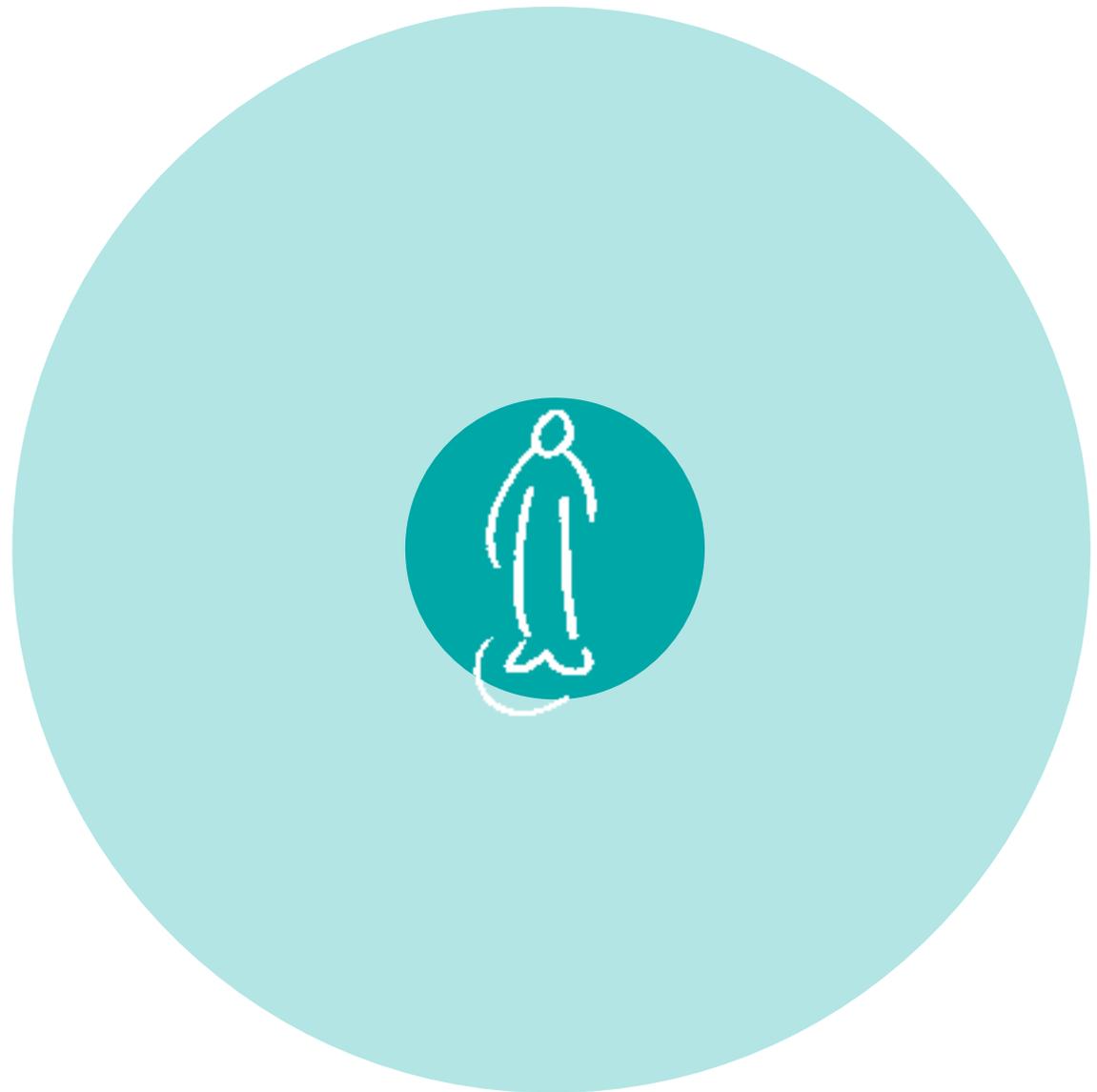
shows?” “What if anything, would you like to change about your map?” “What groups do you go along to at the moment?” (Remember, open questions encourage discussion or actions.)

Step 3

Remember to revisit the diagram after a period of time. Encourage changes to be recorded, perhaps in a different colour on the same diagram, so that progress is mapped. This will help the individual to see the changes that they have made.

This tool can be used in conjunction with others in this resource or as part of a group work process.

This tool is taken from a person centred planning tool called Personal Futures Planning and reproduced in “Mentoring and befriending: evaluation and monitoring toolkit” by Jo Kennedy, Ian Mackenzie, and Helen Wilson. Reproduced with kind permission of the authors.



Tool 2: Weekly diary

This can be helpful where the focus is on helping someone to develop their activities and social networks. Using this tool, an individual can identify how much they do in a week, who they mix with and what kind of things they do. This can help them to consider whether they wish to make any changes to their activities and to plan what they would like to do.

How to use

Step 1

Ask the individual to note down what they have done in the last week. You can help with prompts and examples e.g. “What do you do when you go out?” “What activities do you take part in?”

Step 2

Once the diary is completed, discuss it with them. The following questions may be helpful in this process:

“What do you think about your diary?” “On a scale of 1 to 10, how happy are you with what the diary shows?”

“What if anything, would you like to change about your diary?” “What groups do you go along to at the moment?” (Remember, open questions encourage discussion and identification of actions.)

Step 3

Ask them to make a note of any actions they intend to make in the future, together with a timescale.

Step 4

After a period of time (a few weeks or months), ask them to complete a new diary for the preceding week. Work with them to compare this with the original weekly diary. Ask them to assess what changes and progress have been made. You can then repeat step 2.

Tool 2: Weekly diary

	Where do I go?	What do I do?	Who am I with?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Tool 3: The Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

This tool is useful if you work with individual clients or groups and want to measure the progress they are making against “soft” indicators such as well-being, confidence, optimism, and ability to deal with problems etc. The advantage is that it shows both the person and the project the progress made. The person should find it empowering to see the changes they can make in their own life that lead to an improvement in their feelings and experience.

This tool has been evaluated and is approved for use with adults. Further work is being undertaken to develop an equivalent tool for use with young people.

The Warwick-Edinburgh Mental Well-being Scale was funded by the Scottish Government National Programme for Improving Mental Health and Well-being, commissioned by NHS Health Scotland, developed by the University of Warwick and the University of Edinburgh, and is jointly owned by NHS Health Scotland, the University of Warwick and the University of Edinburgh.

How to use

Step 1

Hand the sheet to the individual on an appropriate occasion early on in their contact with your project. Ask them to tick the box that best describes their experience over the last 2 weeks. This can be done informally, almost like a magazine quiz. Be sensitive to whether or not the person can read. You may want to ask “Would you like me to read out the statements and the options?” Encourage them to tick the relevant box, so they have ownership.

Step 2

Discuss the completed sheet with the person. The following questions may be helpful in this process: “What do you think about your answers?” “On a scale of 1 to 10, how happy are you with what the sheet shows?” “What if anything, would you like to change?” “Where would you like to be in future?”

Step 3

Help the person to identify any actions they can take to feel better, with agreed timelines. A small number of simple steps are best so that they are achievable.

Step 4

After a suitable time period, conduct step 1 again, then discuss the two forms with the person. It’s useful to ask “What changes do you see between the old and the new forms” and “What do you think are the reasons for this change”.

Below are some statements about feelings and thoughts

Please tick the box that best describes your experience of each over the last 2 weeks

Statements	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Warwick Edinburgh Mental Well-Being Scale (WEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2006, all rights reserved

Tool 4: Assessing impact on social capital - sample questions

The following questions can provide evidence for an organisation's impact on the different kinds of social capital. Please select the questions most appropriate to your outcomes, activities and client groups. Do not use all of these questions. Long questionnaires can seem intrusive and boring, so keep questionnaires short and relevant.

1. Self-confidence, social networks, and trust (examples of bonding social capital)

Self-confidence

	1	2	3	4	5
On a scale of 1-5 how able do you feel to tackle any problems you face?					
On a scale of 1-5 how high would you rate your confidence?					
On a scale of 1-5 how high would you rate your self-esteem?					
On a scale of 1-5 how happy do you feel?					

Where 1 is very high and 5 is very low

Social networks

If you have a personal crisis, who* do you go to for advice?	
If you have a personal crisis, who* do you go to for comfort and support?	
Who* do you socialise with?	
Who* would you go to for a small favour?	

* Other option is to ask “how many people would you go to...”

Not counting the people you live with, how often do you contact your relatives, friends or neighbours - either face-to-face, by telephone, letter, email or through the internet? Please tick the option that applies.

On most days	
Once or twice a week	
Once or twice a month	
Less often than once a month	
Never	

Would you say that you know: Please tick the option that applies.

Many of the people in your neighbourhood?	
Some of the people in your neighbourhood?	
A few of the people in your neighbourhood?	
Or that you do not know the people in your neighbourhood?	

Are you aware of any organisations and groups in your community?	Yes	No
--	------------	-----------

Please name any organisations you are aware of:

What local activities, groups and events do you go to? Please name them:

2. Participation, knowledge, openness to new ideas (examples of bridging social capital) Please tick the option that applies.

	Yes	No
Thinking back over the last 12 months, have you given up any time to help any clubs, charities, campaigns or organisations, in an unpaid capacity?		
Thinking about ALL the unpaid help you give to organisations, how frequently do you do this?		
Several times a week		
About once a week		
Less than once a week but at least once a month		
Less than once a month, but a least five or six times a year		
A few times a year		
Less often		
Never		

Questions taken from Scottish Household Survey

What local activities, groups and events do you go to? Please list them:

	1	2	3	4	5
On a scale of 1 - 5 how would you rate your knowledge and understanding of community issues?					
On a scale of 1 - 5 how involved do you feel in your local community?					
On a scale of 1 - 5 how would you rate your openness to new ideas?					

Where 1 is very high and 5 is very low

To what extent do you agree or disagree that your local area is a place where people from different backgrounds get on well together? Please tick option that applies.

Definitely agree	
Tend to agree	
Definitely disagree	
Don't know	
Too few people in local areas	
People living here are all from same background	

Do local organisations help you to meet and discuss with people from other communities? Please tick option that applies

Never	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Occasionally	<input type="checkbox"/>
Frequently	<input type="checkbox"/>

If yes, which organisations have you used?

3. Influence, power, access to decision-makers (examples of linking social capital)

To what extent do you agree or disagree with the following statements:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can influence decisions affecting my local area					
I find easy to deal with people in authority					

In the last 12 months have you contacted any of the following people? Please tick all that apply.

Local councillor	
Local MP or MSP	
Council official (e.g. local office, housing, social services, education)	
Representative of voluntary or community organisation	
None of the above	

	Yes	No
Have you ever participated in a community campaign to improve local facilities or services?		

Are you aware of any of the following partnership bodies working locally? Please tick all that apply.

Neighbourhood Partnership	
Community Council	
Local health project	

Within the last 12 months have you contributed your views on a local service or policy to the council, NHS or other local agency? Please tick option that applies.

Yes	
No	
Don't know	

Did you vote: Please tick all that apply.

In the last Council election?	
In the last Scottish Parliament election?	
In the last General Election?	
In any of these elections?	
Not eligible to vote?	

APPENDIX 5 • References and resources

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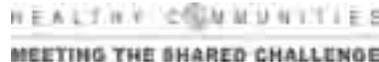
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