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Measuring social capital:
A guide for organizations

École nationale
d'administration publique

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Introduction

In the most general terms, social capital refers to the resources (information, connections, emotional supports, etc.) individuals acquire through social relations. While these resources are useful for individuals, they also support the development and wellbeing of entire communities. Organizations such as community groups and associations contribute to generating social capital through their activities.

For this reason, organizations have an interest in measuring the development of social capital in people who participate in their activities. This information allows an organization to understand its impact and improve its programming.

This guide, produced by the Cité-ID LivingLab, offers a practical tool for organizations interested in measuring social capital themselves. It provides a method that individual organizations can adapt to their needs and context. The guide first presents an overview of evidence on social capital and the tools used in its measurement. This is followed by a review of the benefits social capital brings to communities and the interest it holds for organizations. The main part of the guide is then devoted to describing the method for measuring social capital, from the design and distribution of the questionnaire right through to the analysis and dissemination of results. A **directory of questions** useful for measuring social capital is provided to facilitate construction of the questionnaire. Finally, we include a bibliography of additional resources for organizations wishing to learn more about social capital, along with a schema to guide construction of a measurement tool.

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1.
What is social
capital?

1.1 Defining the concept

There are many different interpretations and definitions of the concept of social capital. In this guide, social capital is defined simply as "the networks and resources available to people through their connections to others" (Aldrich, 2012, p.2). In daily life, this appears as the "features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit" (Putnam, 1995, p.67).

1.2 Individual and collective social capital

Social capital is seen as an attribute of both individuals and collectives (i.e. neighbourhood, community, city, region). At an individual level, it consists of one's personal network, made up by solid and reliable connections with close friends and family, along with a more varied network of acquaintances. At a collective level, social relations between people have effects at group level, whether in terms of confidence, safety, solidarity, public health, or economic vitality. In this sense, community engagement and mutual trust between people contributes to strengthening collective social capital (Statistics Canada, 2015). The individual and collective aspects of social capital reinforce each other to produce a virtuous cycle.

1.3 The three dimensions of social capital

The concept of social capital is generally described along three dimensions corresponding to three types of social connection: bonding ties, bridging ties and linking ties:
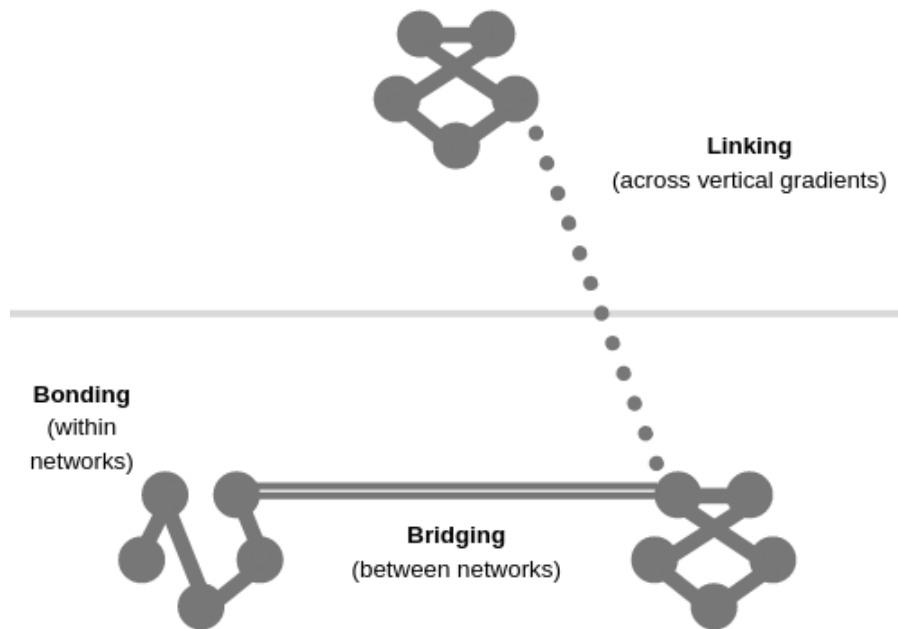
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Figure 1 – Three types of social relation that make up social capital
Figure adapted from Aldrich (2012). p.34

- *Bonding*: strong horizontal connections with people in one's immediate network (i.e. family, friends, colleagues, neighbours)

- *Bridging*: weak horizontal ties with people belonging to other social groups and networks (i.e. ties with people from different socioeconomic groups, religions, genders, education, language)

- *Linking*: vertical connections with people representing institutions or organisations in positions of authority or influence in society (i.e. elected officials, police, banks, businesses)

These three types of connection produce different benefits for individuals and groups. Bonding links, for example, are associated with making it easier for individuals to get help in difficult situations, and with higher levels of trust in the community (Aldrich and Meyer, 2015). Bridging ties facilitate information exchange on access to certain resources (Aldrich and Meyer, 2015) as well as to employment (Granovetter, 1973), while linking ties can help communities bring their concerns to the attention of governments. It is therefore important to consider all three types of link when measuring social capital.

1.4 Factors involved in social capital

Research on the measurement of social capital identifies many factors (or "constructs") that contribute to the social capital of individuals and communities. The factor approach is complementary to an approach based on type of link. The following table lists the factors studied most often:

Table 1 – Factors involved in social capital

FACTORS	EXAMPLES	ASSOCIATED TYPE OF LINK
Relationship with family and friends	Frequency of communication with family and friends	Bonding
Relationship with neighbours	Knowledge of neighbours	Bonding, bridging
Relationship with colleagues	Sense of belonging to a workplace and team	Bonding, bridging
Relationship with organisations	Knowledge of the organisations in one's neighbourhood	Linking
Informal socialization	Receive or visit family and friends	Bonding, bridging
Tolerance for diversity	Appreciation of cultural diversity, diversity in friends (age group, income, nationality)	Bridging
Trust	General trust in people one does not know, trust in government	Bonding, bridging, linking
Sense of safety	Perception of safety in one's neighbourhood	Bridging
Reciprocity	Reciprocity in services rendered between members of the community (notion of self-help and solidarity)	Bonding, bridging

Engagement and participation in the community and associations	Volunteering, participation in community events, membership in an organisation	Bonding, bridging
Civic leadership	Leading initiatives in one's community or association	Bridging, linking
Political engagement and empowerment	Voting in elections, volunteering for a political party	Bridging, linking
Social cohesion and inclusion	Community members share similar values	Bonding
Sense of belonging	In one's neighbourhood and workplace	Bonding, bridging
Sense of the value of one's life	Feeling valued by society, general satisfaction with life	Bonding, bridging, linking
Self-efficacy	Sense of being able to influence one's environment	Bridging, linking

1.5 Measuring social capital

The measurement of social capital involves collecting data on bonding, bridging and linking ties within a target group, according to the factors of social capital most important to that group. This can be done using existing data (i.e. national statistics), through experimental field methods, or through a questionnaire distributed to members of a community. The present guide is tailored to this last option, which allows the measurement of social capital to be adapted to the context of the organization undertaking the exercise. Organizations can supplement the questionnaire method with observation to enrich the interpretation of results.

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2.
Why measure
social capital ?

2.1 The impact of strong social capital for the community

Numerous studies have demonstrated that strong social capital increases collective action, resilience and wellbeing in a community (Krasny et al, 2015). In other words, the benefits individuals gain from their relationships contribute not only to their own good, but also to the good of society.

For example, empirical studies reveal the benefits of a large number of ties within a group (bonding) for increasing the adaptation capacities of a community following an extreme event (Adger, 2003), or again the association between inter-group networking (bridging) and low crime rates (Aldrich and Meyer, 2015). Social capital is also associated with better economic performance because repeated social interactions facilitate trust and cooperation and reduce incentives for opportunistic behaviour (free riding) (Adger, 2003). At the individual level, strong social capital increases employment opportunities (Granovetter, 1973) and, more specifically, makes it easier for recent immigrants to join the workforce (Chiswick and Miller, 1996); it is also associated with better quality jobs and higher incomes (Erickson, 2001). Social capital has a positive effect on health (Berkman and Glass, 2000), notably through lower rates of mortality and cardiovascular disease (Lochner et al, 2003). Finally, one study demonstrated a link between social capital and government ability to implement public policies (Knack, 2002).

However, strong social capital can also have negative effects. For example, powerful bonding links sometimes contribute to excluding people at the periphery of networks (Aldrich, 2012). It is therefore important to keep in mind that much as strong social ties generally have a positive impact on the larger community (Statistics Canada, 2015), they can sometimes entail negative effects.

2.2 The relevance to organizations of measuring social capital

Organizations are increasingly interested in the impact of their programs and activities on the social capital of their communities. However, while aware that their activities have a positive impact on the creation of social relations, this impact is often considered difficult to evaluate. Using a recognized methodology to measure the social capital generated by their activities is one way for organizations to overcome this difficulty. The measurement of social capital has value as an indicator of an organization's social impact, and can serve as a self-diagnostic tool to evaluate the achievement of goals and thereby facilitate continuous improvement processes.

The next section of the guide aims to accompany organizations step by step in the development and implementation of a measurement tool adapted to their particular context.

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3.
How to measure social capital ?

This section presents, step by step, a method for measuring social capital. In chronological order, it addresses appropriating the concept of social capital in a specific organizational context, choosing the best time to distribute the questionnaire, identifying the target population, selecting distribution methods, constructing the questionnaire, distributing it to the target population, analysing the data and disseminating results. At the end of this section, we present a checklist summarizing each step, which can be used to track progress on the measurement of social capital.

3.1 Appropriating the concept of social capital according to the context and activities of your organization

Before embarking on the creation of a questionnaire to measure social capital, it is essential to take the time to reflect on your organization and its activities: why is the concept of social capital relevant? This reflection will help understand how the concept of social capital applies in the organization's specific context, and target, in the development of the questionnaire, activities likely to produce social capital. It will also help select questions that relate to the most pertinent types and factors of social capital generated by these activities.

Filling in the table below will enable each organization to synthesize their thoughts at this stage, which will facilitate further steps in the process of measuring social capital.

Table 2 – Reflection on social capital (SC)

QUESTIONS		PERTINENCE
Objective(s) in measuring SC		Objectives (i.e. evaluating the impact of one activity, a group of activities, or the whole range of activities in the organization; supporting accountability to funders) guide all decisions around the form the measurement tool will take
Activities that might generate SC		Identifying activities likely to generate SC will also help with decisions about measurement, especially regarding the best time to distribute the questionnaire (Section 3.2)
Characteristics of the activity or activities	Target population	Identifying characteristics of activities facilitates the creation and distribution of a suitable questionnaire (Sections 3.3 to 3.6)
	Duration of the activity	
	Frequency of the activity	
	Intensity of the activity[1]	
	Number of participants	
	Types of link that could be generated (*bonding, bridging, linking*)	
	Main factors of SC	

3.2 Choosing the right moment(s) to distribute the questionnaire

The timing for distributing the questionnaire will vary according to the nature of activities likely to generate social capital and the goals sought through its measurement. Organizations may have different strategic objectives, such as:

- Conducting measurements before and after a particular activity in order to assess improvements in participants' social capital
- Periodically measuring the social capital of all participants in an organization's activities to assess creation of social capital over time

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[1] The activity's intensity relates to participants' level of involvement For example, intensity is greater if participants have to lead a project rather than simply attend a workshop.

As a general rule, it is simpler to measure the effects of one activity on levels of social capital, but different ways of proceeding are possible; the important thing is that the process be adapted to the realities, time and means of each organization. The following table lists different moments at which social capital might be measured, along with situations to which these are best suited:

Table 3 – Timing of the measurement of social capital (SC)

TIMING OF THE MEASUREMENT OF SC	REASON FOR MEASURING SC	ADVANTAGES	DISADVANTAGES
Before and after an activity takes place	Measure the effects of a long term program (i.e. training program lasting several weeks)	Ability to compare before and after levels of SC Highly reliable results Ease of recruiting respondents	More time required Less suitable for low intensity or short term activities
After holding an activity	Measure the effects of a short-term activity (i.e. workshop of several hours)	Less time required	Impossible to compare results before and after the activity or over time
Periodically	Measure the global level of social capital in a group, as well as its evolution (i.e. neighbourhood or whole municipality)	Less time required Ability to evaluate progress in SC over time	More difficult to recruit respondents Does not identify activities that generate SC

When social capital is measured following an activity, results may differ according to whether measurement takes place immediately afterwards, or somewhat later. In some situations, and if the organization has the means, it may be interesting to undertake several "after" measurements at given intervals to assess whether social capital generated by the activity becomes stronger or dissipates over time.

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3.3 Determining the target population for the questionnaire

After identifying the activities of interest for measurement in Step 3.1, the organization can begin to define characteristics of the population it wishes to target with the questionnaire. Are they participants in all or just one of the organization's activities? What is their role during these activities? What is their profile (i.e. age group, education, place of residence, ethnic origin, level of involvement in the community)? Knowledge of the target population will help tailor how the questionnaire is distributed, as well as how to formulate the questions to suit population characteristics. For example, questions will not be phrased in the same way for teenagers as for senior citizens.

3.4 Choosing tools to distribute the questionnaire

Two types of tool can be used to distribute the questionnaire: printed material, and online surveys. The choice depends on the **characteristics and preferences of the target population**, but also on the **moment chosen to distribute the questionnaire** and the **time available within the organization** to analyse the data collected. Response rates tend to be higher when a paper questionnaire is distributed to participants during an activity and time is allotted for its completion, than when an email survey is sent to participants after the activity is over. On the other hand, Web-based survey programs allow for a rapid generation of a database from responses and can perform some basic analyses. It is also possible to combine the two methods.

Below are several examples of platforms, offering free English and French-language versions, for distributing a questionnaire on line.

- Google Form : https://www.google.com/intl/en/forms/about/
- Ligre : https://ligresoftware.com/
- Survey Monkey : https://www.surveymonkey.com/?ut_source=footer
- LimeSurvey : https://www.limesurvey.org/

A number of factors should be considered when choosing a platform, especially when seeking to use the free version of a program:

- The number and type of questions allowed
- The number of respondents allowed
- The language of the interface and technical support
- Modalities for exporting data
- The analytical tools it offers
- Where the data is stored
- The potential to share the questionnaire on social media

3.5 Constructing the questionnaire

The following steps involve elements that must be considered when preparing the questionnaire content: writing the introduction, choosing and adapting questions, establishing the order of questions, and pre-testing the questionnaire.

3.5.1 Writing the introduction

Whether it is on paper or on line, the questionnaire should begin with a brief text presenting the survey. Ideally, it should include the following elements:

- Reason for the survey
- Assurance of respondents' confidentiality
- Estimated time to complete the questionnaire
- Incentives for responding, if available (i.e. possibility of winning a prize)
- Instructions for answering the questionnaire (i.e. "There are no right or wrong answers")
- Contact information for the survey administrator in case people have questions

3.5.2 Choosing relevant questions

The choice of questions is vital to the success of the measurement exercise. As mentioned at the beginning of the guide, these questions must capture the different types of social relation generated by the organization's activities: bonding, bridging and linking.

What's more, the measurement of social capital must take into account the two ways in which individuals contribute to social capital. First, social capital can be measured by a person's perceptions, values and attitudes (the cognitive aspect), such as their level of trust towards other people or institutions. Second, each person contributes to social capital by their concrete actions (the behavioural or structural aspect), such as being a member of a group, volunteering in the community, or voting in elections.

As a supplement to this guide, we provide a **directory of questions** that have been used to measure social capital in the scientific literature or in projects undertaken by the team at Cité-ID LivingLab in collaboration with different organizations. The questions are classified by type of link (bonding, bridging, linking), by their ability to capture either cognitive or behavioural aspects, and by the factors of social capital they measure. Organizations can select questions by filtering them according to type of link, factor, or a combination of the two, depending on the preferred approach. Regardless of the approach used to select questions, it is advisable to include questions dealing with all three types of link. As well, for each type of link, questions capturing both cognitive and behavioural aspects of social capital should be included.

The directory includes different formats for questions, the most common of which are presented in the table below: questions may involve dichotomous (i.e. yes/no) answers, multiple-choice answers, or Likert-type scales. This last type of question is often used to measure components of social capital. In selecting questions, it is important to consider the type of answers they involve, as this will determine how responses can later be analysed. As well, when comparing answers to different questions, it is preferable that they be in the same format.

Table 4 – Format of questions

FORMAT OF QUESTIONS	EXAMPLES	
	QUESTIONS	ANSWERS
DICHOTOMOUS	Did you vote in the last municipal or local elections?	Yes ; No
SINGLE CHOICE	Over the last five years, would you say your involvement in various groups…?	Has increased : Has decreased : Has stayed the same
MULTIPLE CHOICES	On which of the following social media platforms do you have an account?	Facebook ; LinkedIn ; Twitter ; Instagram, None ; Other
LIKERT-TYPE SCALE	To what extent do you trust the following groups: 1) members of your family 2) your neighbours 3) the people you work or go to school with 4) people who speak a different language than you 5) strangers?	On a scale of 1 to 5, where 1 means "I do not trust them at all" and 5 means "I trust them completely"
	Think of all the friends with whom you have been in contact over the last month, whether in person, by telephone, text message or email. Among these people: 1) how many have the same mother tongue as you? 2) how many are from an ethnic group visibly different from your own? 3) how many are the same gender as you? 4) how many are about the same age as you? 5) how many have about the same level of education as you?	On a scale of 1 to 5, where 1 means "None", 2 means "A few", 3 means "About half", 4 means "Most" and 5 means "All"

Furthermore, the questionnaire must include **socio-demographic questions** to enable cross-analysis: age, gender, language, education, place of residence, housing tenure, duration of residence in the neighbourhood, etc. Examples of this type of question can also be found in the directory. In cases where an incentive to participate is offered (i.e. the chance to win a prize), a means of collecting the respondents' contact information must also be included. Finally, while there is no optimal number of questions, it should be possible for people to complete the questionnaire within a maximum of 10 to 15 minutes.

3.5.3 Adapting the questions

Once the relevant questions have been selected, organizations may need to adapt them to their target population. For example, it may be necessary to translate questions into French or another language. The terminology might also have to be adapted to the type of activity or the age of respondents. Below are examples of how questions on a same factor, in this case community/association engagement and participation, might be adapted to different target populations:

QUESTIONS FOR ADULTS	QUESTIONS FOR YOUNG TEENAGERS
In the past 12 months, have you been a member of, or participated in: 1) A union or professional association? 2) A political organization? 3) A sports or recreation organization? 4) A cultural, educational or leisure organization? 5) A religious group? 6) A local school association, neighbourhood or citizen association or community group? 7) A social club? 8) A senior citizens' group? 9) A youth group? 10) An ethnic club or association of immigrants? 11) Other type of organization?	What kind of extra-curricular activities are you involved with? 1) An after-school program 2) A youth club (i.e. Girl Guides or Boy Scouts) 3) A musical group, orchestra, choir 4) A sports team 5) Other type of club or organization Please answer yes or no to the following questions: 1) I am a member of a student committee 2) I am on the planning committee of an organization at school

Here are a few suggestions to help with the choice and formulation of questions:
- Be sure that each question addresses a single subject
    - Example of what not to do: "To what extent do you trust the police and the justice system?"
    - Example of what to do: "To what extent to you trust the police?" followed by a second question "To what extent do you trust the justice system?"
- Include answer choices such as "I don't know", "I prefer not to answer" or "Other" as appropriate
- Take the time to think about independent variables that should be included, as the quality of analyses will depend on these in some cases (i.e. age, gender, income, education, place of residence).
- Avoid abbreviations, acronyms, complex words, double negatives and overly lengthy questions

3.5.4 Determining the order of questions

The questions should appear in a logical order. In general, it is advisable to start with questions that catch the interest of respondents, then order the questions from more general to more specific. Questions can also be grouped by factor or by type of link. Questions on sociodemographic aspects are best placed at the end of the questionnaire.

3.5.5 Testing the questionnaire

It is very useful to test the questionnaire with people from the target population to adjust it before general distribution. This will help ensure that questions are clear and relevant to the target population, as well as estimate the time needed to complete the questionnaire. The recommended time for completion is between 10 and 15 minutes (a questionnaire that takes 20 minutes is too long).

3.6 Distributing the questionnaire

The questionnaire may be distributed in different ways, depending on the target population and the means available to the organization. For example, the questionnaire can be distributed via the newsletter or social media platform of an organization and its partners, via door-to-door campaigns, or directly to participants in an organization's activities. That said, not all methods are equal. An email sent exclusively to targeted people is more reliable that a message on social media, and further allows the response rate to be calculated, which is not possible with broader distribution. In the case of targeted distribution using postal or electronic communication, the organization must anticipate the need to collect the contact information of participants in its activities.

Table 5 – Means of distributing the questionnaire

MEANS OF DISTRIBUTION	QUESTIONNAIRE ACCESSIBLE ONLY TO THE TARGET POPULATION	POTENTIAL TO CALCULATE RESPONSE RATES
TARGETED DISTRIBUTION BY EMAIL, IN PRINT OR VIA A PLATFORM SHARED BY PARTICIPANTS	Yes	Yes
BROAD DISTRIBUTION BY NEWSLETTER, SOCIAL MEDIA, POSTERS…	No	No
DOOR-TO-DOOR	Depends on how the target population is defined	Yes

In addition, it may be useful to determine in advance the time period over which the questionnaire will be distributed, in order to inform respondents of a deadline. It is advisable to send out at least **two reminders** to ensure a good response rate; this can be done by telephone. The duration can be reassessed along the way. Certain populations may be under-represented in the initial set of responses and additional means may be required to obtain responses from them.

Finally, the questionnaire must be distributed in such a way that it reaches an adequate sample of the target population. A number of tools are available to calculate the ideal sample size, namely the Sample size calculator proposed by SurveyMonkey.

3.7 Analysing the data

Questionnaire results can be analysed with the help of a data analysis program, such as Excel, or by the platform used in an online questionnaire.

3.7.1 Identifying the response rate

Depending on how the questionnaire is distributed (see Table 4), it may be possible to calculate the global response rate to the questionnaire (number of respondents/number of people solicited).

3.7.2 Analysing the representativeness of the sample

To ensure that results are as representative as possible of the target population, it is important to have, in addition to an adequate sample size, respondents that generally represent the sociodemographic characteristics (gender, age, language...) of participants in an activity. If it turns out that some groups are under-represented and that this may compromise the quality of results, a more targeted distribution of the questionnaire can be undertaken with these specific groups, for example by going door to door or working through a partner organization that is connected to these groups.

3.7.3 Analysing responses to each question

Various analyses can be produced for each question, depending on the information sought and the format of questions (number of questions, dichotomous, single choice, multiple choice, Likert scale...). Table 6 presents a few examples.

Tableau 6 – Examples of analyses

TYPE OF ANALYSIS	FICTIONAL EXAMPLES
RESPONSE RATE: Number of responses to a given question/total number of respondents to the questionnaire	A total of 76 out of 95 respondents (80%) answered the question on household income.
DISTRIBUTION OF RESPONSES	In this question, 23% of respondents estimated their likelihood of voting as very likely, 36% as somewhat likely, 20% as somewhat unlikely, 13% as unlikely, and 7% were still undecided.
AVERAGE: Sum of responses/number of responses	On average, respondents have been involved in the organization for 2.5 years.
MODE : The most frequently reported answer	Respondents most often reported that they felt comfortable with two members of their family.

3.7.4 Producing cross-analyses

Once responses to each question have been analysed, it may be useful to pursue further analysis by crossing sociodemographic characteristics with answers to questions on social capital. For example, we may wish to compare responses to a question on exercising one's right to vote from people of different ages or income levels, to assess whether women are more likely than men to participate in a given activity, or to determine whether trust in neighbours is associated with how long someone has lived in a neighbourhood. It is important to keep in mind that such correlations do not necessarily establish a causal link between variables. As well, these cross-analyses require a large and representative group of respondents.

3.7.5 Interpreting results

Social capital is composed of three types of social link: bonding, bridging and linking. The strength of these links is evaluated through both the cognitive attitudes and the behaviour of community members. The last step in analysing results therefore involves evaluating the three types of social capital by grouping results of questions dealing with each type of link. This is what will enable the organization to assess changes achieved through its activities in the level of each type of social capital. That said, for organizations that privileged the factors of social capital over the type of link in selecting questions, it is possible to interpret results using a factor approach. In this case, organizations can include results on the type of link as a secondary analysis within each factor.

In the final stage of analysis, the pertinence of results is determined with regard to the initial objective for measuring social capital; there is no single measure representing social capital, but rather a combination of results relevant to a given context. For example, in the case of an organization measuring social capital before and after an activity, it may evaluate whether the sense of belonging to a neighbourhood, or the level of participation and engagement in the community, increased following the activity. However, it is important to consider that some of the results observed may have been produced by variables that were not measured (i.e. the effects of another community activity on social capital, an economic recession).

3.8 Disseminating results of the analysis

Once the analysis is complete, the fruits of this labour can be presented to members of the organization, to people who answered the questionnaire, to partner organizations, and to funders. It is important that respondents understand the purpose their participation served. The dissemination of results can take many forms, such as a workshop, a presentation to members, a written report, a summary of key points in a newsletter or annual report, posts on social media, etc.

3.9 Checklist for measuring social capital

Section 3 presented a step-by-step method for measuring the social capital generated by an organization. These steps are assembled in the following list, proposed as a tool to track progress in the measurement exercise.

Checklist

☐ **Appropriate the concept of social capital according to the organizational context**

   ☐ Identify the reasons for measuring social capital

   ☐ Identify the activity or activities likely to generate social capital

☐ **Choose the most appropriate time(s) to distribute the questionnaire**

☐ **Determine the target population for the questionnaire**

☐ **Select the tool(s) to distribute the questionnaire**

☐ **Construct the questionnaire**

   ☐ Write an introduction

   ☐ Select relevant questions

   ☐ Adapt questions

   ☐ Determine the order of questions

   ☐ Test the questionnaire

   ☐ Modify the questionnaire as needed

☐ **Distribute the questionnaire**

   ☐ Select the methods for distributing the questionnaire

   ☐ Undertake two reminders

☐ **Analyse data**

   ☐ Identify the response rate

   ☐ Analyse responses to each question

   ☐ Produce cross-analyses (if the number of respondents is sufficient)

   ☐ Interpret results

☐ **Disseminate results**

   ☐ To the population targeted by the questionnaire

   ☐ Within the organization

   ☐ Outside the organization

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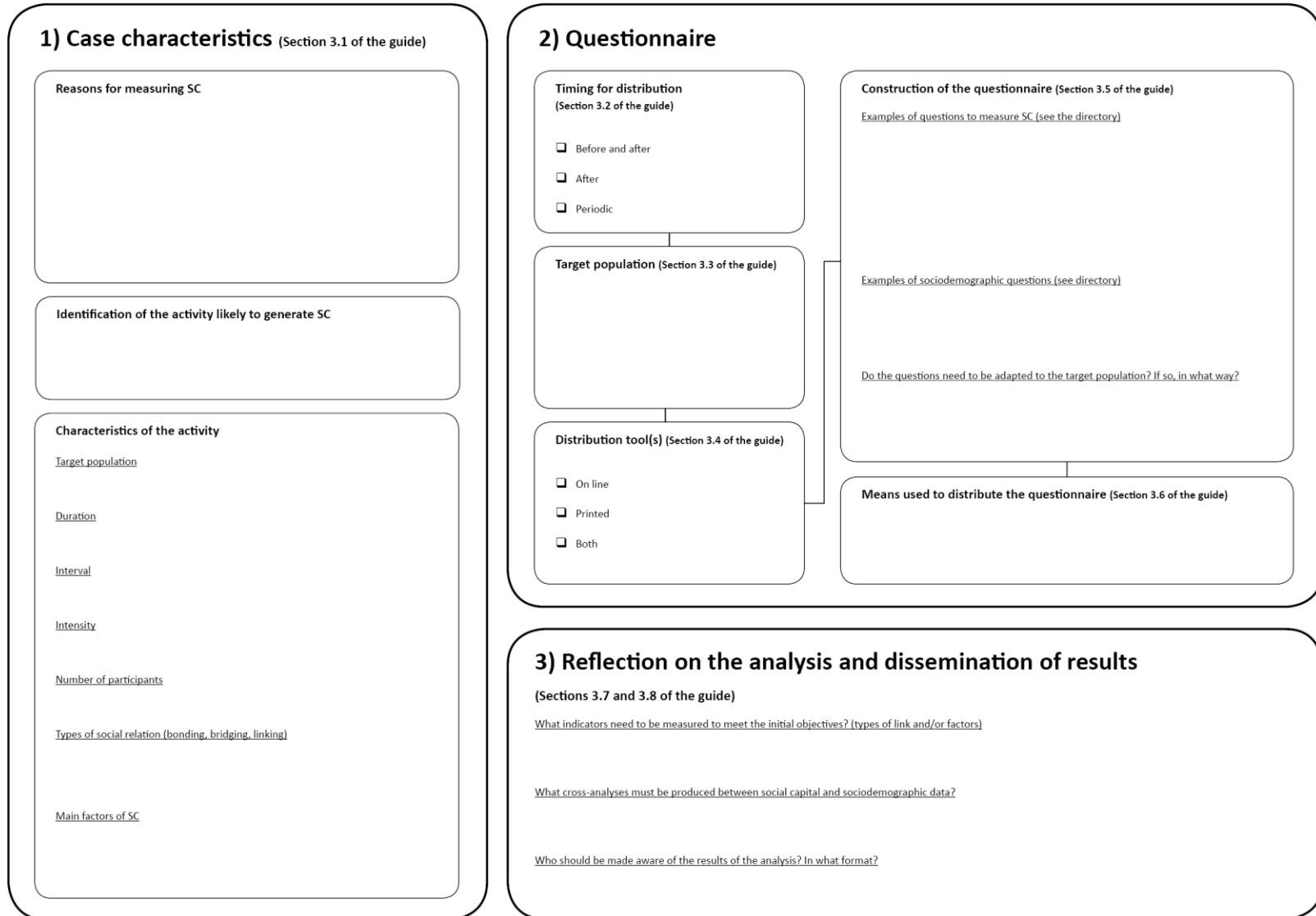LAB

4.
Where to find out more about social capital ?

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5.
Schema for
construction of the
measurement tool

1) Case characteristics (Section 3.1 of the guide)

Reasons for measuring SC

Identification of the activity likely to generate SC

Characteristics of the activity

Target population

Duration

Interval

Intensity

Number of participants

Types of social relation (bonding, bridging, linking)

Main factors of SC

2) Questionnaire

Timing for distribution
(Section 3.2 of the guide)

❏ Before and after

❏ After

❏ Periodic

Target population (Section 3.3 of the guide)

Distribution tool(s) (Section 3.4 of the guide)

❏ On line

❏ Printed

❏ Both

Construction of the questionnaire (Section 3.5 of the guide)

Examples of questions to measure SC (see the directory)

Examples of sociodemographic questions (see directory)

Do the questions need to be adapted to the target population? If so, in what way?

Means used to distribute the questionnaire (Section 3.6 of the guide)

3) Reflection on the analysis and dissemination of results

(Sections 3.7 and 3.8 of the guide)

What indicators need to be measured to meet the initial objectives? (types of link and/or factors)

What cross-analyses must be produced between social capital and sociodemographic data?

Who should be made aware of the results of the analysis? In what format?

5. Schema for construction of the measurement tool

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