



JÖNKÖPING INTERNATIONAL
BUSINESS SCHOOL
JÖNKÖPING UNIVERSITY

Social Capital & Sport Activities

The Care of Post War Belgrade

Master's thesis within Economics and Management of
Art & Entertainment Industries

Author: Ronnie Evertsson

Tutors: Charlotta Mellander, Associate Professor in Economics
Pia Nilsson and Özge Öner, Ph.D. Candidates
in Economics

Jönköping September, 2011

Master's thesis within Economics and Management of Art & Entertainment Industries

Social Capital & Sport Activities - The Care of Post War Belgrade.

Author: Ronnie Evertsson

Tutors: Charlotta Mellander, Associate Professor in Economics
Pia Nilsson and Özge Öner, Ph.D. Candidates in Economics

Date: September, 2011

Subject terms: Sports for peace, Peace building, Peacemaking, International Aid, Social Capital, Sustainable Reconciliation, The Open Fun Football Schools

Abstract

"Sustainable reconciliation", a form of international aid relief program, has been developed and constructed to help populations overcome war trauma, using different activities within art, entertainment and sports. Theorists claim that if conducted properly, activities such as these, should lead to good social capital, causing higher levels of culture tolerance, gender equality and creativity, as well as better health and life satisfaction.

This study has examined how the non-governmental organization, the Cross Cultural Project Association's relief program, the Open Fun Football Schools has affected its participants in Belgrade, Serbia. A quantitative analysis has been conducted through the means of a multi question survey, to see if certain variables are correlated with the projects influence, *"OFFS social capital"*.

According to the results, the activities did have positive effects on education, culture tolerance, gender equality, creativity, health and life satisfaction. In addition the social capital influenced by the activities was found to be dependent on participants' level of culture tolerance, and vice versa.

The project is found to set the foundation for good social networking possibilities and create good social capital, all great aspects for the purpose of peace building.

Table of Contents

1	Introduction.....	5
2	Background.....	7
2.1	International Aid.....	7
2.2	Sports Activities	8
2.3	Good vs. Bad Social Capital.....	9
3	Theory and Concepts	11
3.1	Social Capital.....	11
3.2	Knowledge and Education.....	13
3.3	Tolerance and Creativity.....	15
3.4	Health and Life Satisfaction.....	16
4	Hypotheses	18
5	Empirical Study	19
5.1	Research and Methods	19
5.2	Survey Results – Descriptive Analysis.....	19
5.3	Basic demographics.....	19
5.4	Dependent Variable.....	20
5.5	Explanatory Variables.....	20
5.6	Correlations.....	21
5.7	Regression Analysis	22
6	Discussion	24
6.1	Knowledge and Education.....	24
6.2	Tolerance and Creativity.....	24
6.3	Health and Life Satisfaction.....	26
7	Conclusion	28
	References.....	29
	Appendix	32
	Appendix A – Interview.....	32
	Appendix B – Survey	34

Figures

1. Bridges between Networks.....	10
2. Model of Social Capital	11
3. Network Extensity	12
4. Human and Social Capital	15
5. Social Networking and Happiness.....	17

Tables

1. Descriptive Statistics	21
2. Correlations	21
3. Ordered Logistic Regression Analysis for <i>OFFS social capital</i>	23
4. Participant's Level of Life Satisfaction.....	26

1 Introduction

International aid is often referred to as a flashlight sweeping across the globe with short term incentive, and when moving to the next place in need, it leaves populations alone in ruins of war, economic crises and severe health epidemics. But since the early 1990's, much attention has been given regards to long term aid. Instead projects have been constructed to help populations overcome disease and war trauma, and motivate them to move forward towards happier and healthier lives (Hartvigsson, Appendix A; Levinsen, 2009; CCPA, 2005).

However, due to constantly redesigned programs, non-governmental organizations have faced deficient funding, making it hard to stay alive. While positive change often occurs decades later, reports have had difficulty to present what motivational, economic and life changing differences projects have made to individual people. Instead numerous projects base their proof of improvement by the quantity of people that has participated in the programs, which might not be enough to weigh its credibility (Hartvigsson, Appendix A).

On the contrary, it seems that projects that have received large local interest, are self governed and have international mentorship, have most success to survive. One example is the Danish based Cross Cultural Project Association's relief program, the Open Fun Football Schools. Differently from other pioneers which have entered the Balkans, the project dominates with vast expansion (CCPA, 2005).

While it succeeds to localize in several Balkan countries, it's network expands across the world, inspiring peace and improving health and life satisfaction. The project focus on social responsibility, and provides members with new networking possibilities and good social capital. The activities are aimed to influence tolerance, as they are open for all cultures, offering volunteer positions for anyone interested (CCPA, 2005).

Today it has become a major soccer player provider to large soccer clubs in Europe, it provides competitions and events, as well as enormous expansion possibilities with the Union of European Football Association's partnership (CCPA, 2009; UEFA 1, 2010).

A vast amount of research has supported the grass root organization's model. Putnam (2001) points out that if grass roots activities are thoroughly thought through, and well designed, they increase social responsibility and self appreciation of participants, resulting people to take citizenship. Activities will also teach people to cooperate, which could decrease racism.

Fukuyama (1995) claim that economies where inhabitants trust each other and areas where social capital is strong, will dominate the 21st century. Putnam (2001) also believes that high social capital contributes to a higher level of health. According to Lin (2001) the instrumental results of social capital are wealth and power. The expressive results are physical and mental health, as well as life satisfaction.

Considering the Open Fun Footballs School's history, the predicted instrumental results seem correct because of its wide expansion and success. However, according to the expressive results, participants of the activities should have increased knowledge, higher tolerance, better health and life satisfaction, than before joining the activities (CCPA, 2009; Lin, 2001).

The purpose of this study is to examine factors connected to social capital established by international aid, for the purpose of peace building, and discussing the relation between social capital, economic and social performance. I will test how the Open Fun Football Schools has affected its participants in Belgrade, Serbia, and seek for relations between the projects influence, "*OFFS social capital*" and the variables; knowledge, education, tolerance, creativity, health and life satisfaction.

2 Background

2.1 International Aid

As a cause of the cold war, and the recognition of limitations in peace making and peace-keeping, Secretary-General, Boutros-Ghali was assigned by the UN council to come up with recommendations in creating peace (Boutros-Ghali, 1992). Ever since his report *“The Agenda for Peace”* and the term *“peace building”* was coined, international aid changed character. Most commonly aid received from other countries is classified as *“short term”* or *“long term”* aid. Short term aid would either be a form of immediate financial or medical support in order to get through a situation, and long term aid to increase a country’s or region’s own productivity and bring economic development. However once a solution such as a peace treaty is signed, support often diminish as short term aid is taken away. While long term aid is in session focusing on increasing productivity, populations continue their life in ruins, suffering war trauma with little motivation to go forward (Hartvigsson, Appendix A; CCPA, 2005).

The failure of international aid became publically evident and was well put well into words by the South Korean Ministry of Foreign Affairs and Trade. *“Unfortunately, it seems this type of financial aid fails to motivate people as the gigantic amount of money - over 22 billion USD from the US alone in year 2006 – have been poured over these suffering worlds with no outstanding result”* (ODA Korea, 2010).

Levinsen (CCPA, 2005) highlights that emotional and mental health issues have partly been missing support, yet are very important in order for continued peace, acceptance and cooperation. Populations that have overcome war are often stuck with traumatic memories that might include the loss of family members, friends and neighborhoods, which might oppose peace and cooperation.

Morris (2000) claims that there is a large range of approaches involved in building peace. What needs to be considered, is the construction of legal and human right establishments, as well as just and efficient authorities such as municipalities with transparent organizations. Additionally, cautious planning of involvement and continued dedication by international and local associates.

According to Lederach (1997) building peace entails long-term obligations to a development that involves venture, wealth, synchronization of supplies and employment, to set the institution of a considerate infrastructure from start to finish. He also emphasizes that peace building involves the transformation of relationships, both structural and relational. *“Sustainable reconciliation”* was constructed to help populations overcome decrease and war trauma by using common denominators such as art, entertainment and sport activities. Programs were designed to motivate people in a challenging environment, distract them from reality and lead them to have happier and healthier lives.

Hartvigsson (Appendix A) which led a youth education project in several Balkan countries after the war diagnosed the lack of motivation among the people of postwar, as the hardest obstacle to surmount.

He argues that non-governmental organizations tend to focus on fixing damages rather than letting creativity grow. When asking a person in need what they wish, or how they would like to solve their problems, creativity and motivation flourish. That any organization which tries to aid the people in postwar debris must start from a motivation program rather than a directive financial aid.

There are two types of techniques at present. *“Policy Alignment”* is a common technique where a few people are sent to an education center and trained to eventually bring their knowledge back to their own region. The positive effect is that the trainee gets proper training, however there might be no customizations to the trainees own region as well as no help educating and persuading others. *“Value Alignment”* is a technique where the educators come to the area that is in need of help. Education starts from a local perspective to find out what type of activities will intrigue the sometimes large mixture of cultures. Then the mass of people is educated to a local need. The advantage with value alignment contrary to policy alignment is that if constructed properly it directly engages people with different ranks, races, genders, religions, ages, and backgrounds to work together. The results are increased trust, acceptance and cooperation, all good attributes of strong social capital (Hartvigsson, Appendix A).

According to Burton (1990) the three basic human needs are security, identity, and participation. A challenge that programs have faced in the past decades is to focus on these three basic needs and increase tolerance and acceptance, which are opposite feelings that war and conflict trigger. Sherif (1966) highlights that open-mindedness and equality exists in situations where populations are balanced and like-minded. Art and entertainment as well as sport activities have been used to establish such like-mindedness in the shadow of war and conflict where nationalism, socialism, religion and ethnicity have had dominant roles.

In regards to international aid, non-governmental organizations have tried many types of relief projects to unite people and distract them from reality. To increase openness, creativity and self-confidence the project *“Children’s Voice”* was established in 2000 by Sida to develop programs of media, performing arts, cultural heritage, literature and visual arts in nearly twenty countries. Half a million children and youth have been reached by the project in 24 different professional theatre productions and 657 professional performances (Ljungman, 2004). To create conditions for openness and development towards democracy and respect for human rights, the Culture Exchange Program in Vietnam had a project run by Sida between 2000 and 2009, including; film, opera, music, ethnic music, fine art, and literature sub projects. (SIDA, 2007)

In order to improve democracy through social reconstruction interventions Project Northern Ireland Institute of Social Education established projects in post war Bosnia and Herzegovina, Serbia and Montenegro, and Macedonia. The focus was on youth work, social education and community development. The 34 youth centers and clubs had professionally educated staff that worked with 14000 young people initiating youth policy developments, as well as being an engine for motivation and general creativity (SIPU, 2003; SIDA, 2001).

2.1 The Open Fun Football Schools

According to United Nations Educational, Scientific and Cultural Organization, projects that use sports activities have reported successful results in handling conflicts in post war areas. The sport activities also help democratization to spread, politics to become more transparent and to close the gender gap. (UNESCO, 2010).

The organization proclaims that sports are an effective instrument for “*promoting peace, as it disregards both geographical borders and social classes. It also plays a significant role as a promoter of social integration and economic development in different geographical, cultural and political contexts*”. (UNESCO, 2010, pg1)

An example where international aid has motivated social networking is the Cross Cultural Project Association’s relief program, the Open Fun Football Schools. The projects mission is to bring children, youth and adults together of diverse groups that differ socially and ethnically in the interest of soccer. Its foundation is promotion and organization of soccer as an effective tool to encourage acceptance, nonviolent coexistence and rational in between different groups of people in Balkan and Trans Caucasus (CCPA, 2005). Its model consists of three dimensions.

First, “*social responsibility (the red balance sheet)*”, which is the influence of allowing anyone to join regardless race, gender, age, religion, and political background. The goal is to stimulate social responsibility with the same values, for all participants in local soccer clubs. Second, “*the civil society action (the green balance sheet)*”, which support interaction with various stakeholders, supply the possibilities to motivate development of an energetic and peaceful social culture, where people can freely bond and interact. Third, “*the organizational structure (the blue balance sheet)*”, which is the goal to have a democratic and transparent organization and stimulating democracy, then to influence authorities and politicians to take ownership of the activities and its values. (CCPA, 2009).

The partnership established with The Union of European Football Associations in 2001 has created enormous possibilities for members and great value as a prestigious network itself. The association represents the national soccer associations in Europe, runs national and international club competitions such as the Premier league and Champions league, control prize money and media for the different cups. It is the largest soccer association of the International Federation of Association Football. Due to its strong wealth and European influence it pays salaries in wealthiest soccer clubs in the world (UEFA 1, 2010; UEFA 2, 2009).

The Open Fun Football Schools has increased the social network capabilities for its members but also empowered its own social capital greatly in the Balkan. Starting in 1998 with building football clubs via 12 schools, the organization targeted 2250 students with 189 coaches. Today the grass root organization includes 750 schools, 150000 students and 13000 coaches. Its network also includes 22 other non-government organizations, 15 partners resulting as exposure to various media reflecting the huge social interest. The project has been 103 times in newspapers, 221 times in TV, and 173 times on radio. (CCPA, 2005; 2009).

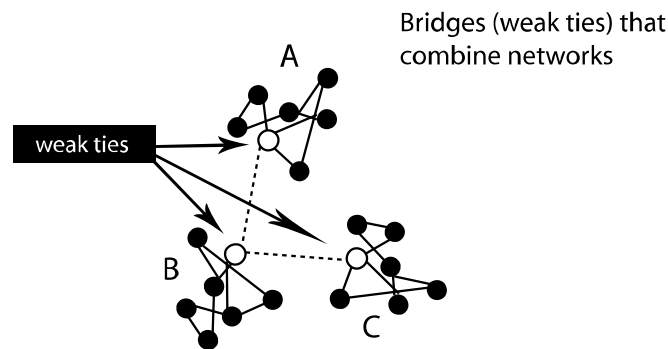
2.2 Good vs. Bad Social Capital

Social capital has existed in human society since the beginning of communities. It exists where humans interact in groups, and rely on notions such as trust and reputation. Groups then interact with other groups, either individuals or entire groups, and built networks on the concept; “*bonding*” and “*bridging*” (Lin, 2001).

Bonding is what people do in a network, find friendships and connections. Bridging is the willingness to connect to another network, which creates the link between the networks, stressing that the weakest link is of greatest importance. In that way best qualities are connected, such as families, neighbors, friends, assemblies, fitness associations, volunteer or-

organizations and political parties. The connections are important aspects leading to good social capital, resulting mutuality honesty and charity in communities. If the mix of bonding and bridging is well balanced, people take citizenship, increase social responsibility and self appreciation (Putnam, 2001).

Below, Figure 1 visualizes the bridges and weak ties between networks A, B and C. The networks rely on the weak ties in order to build bridges from one network to another. The weaker the tie, the more possible it is that a network connects to other networks.



1. Bridges between Networks, inspired of Nan Lin's figure (Lin, 2001, pg 62)

Networks that have good bonding qualities might not necessarily have positive effects, rather negative if the influence is bad. Putnam (2001) highlights, that in many cases isolated networks which share distrust and are less willing to communicate with other networks.

In postwar areas, where mistrust and rage might ravish populations, bad influence could be an issue. A challenge that organizations face is to deal with corruption and power misuse that promote bad social capital and empower criminal activities such as mafia and corruption. Bridging, which is created by the weak ties in a network, connects to other networks, and is considered the driver of good social capital. It decreases isolation, as well as the chances of corruption and power misuse, since it allows communication in between networks, seeking openness and opportunities through its "*weak ties*" (Lin, 2001).

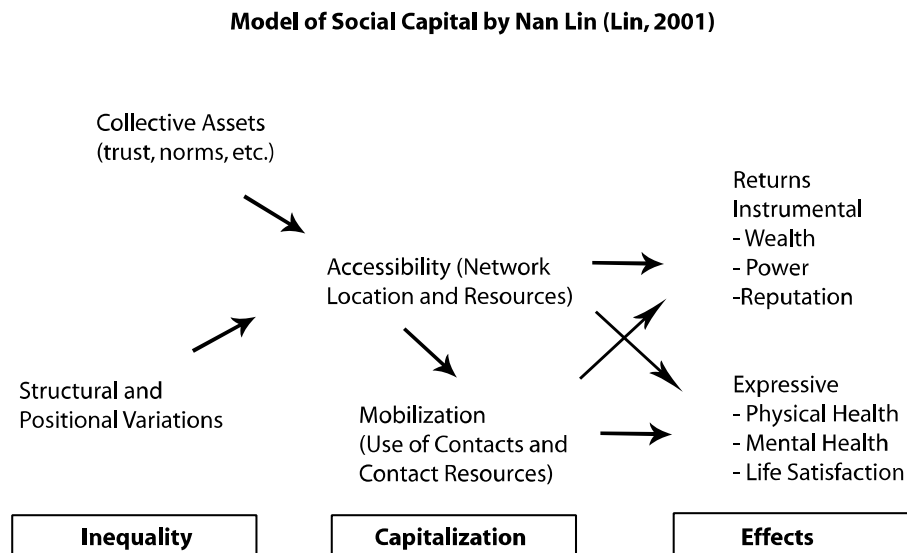
3 Theory and Concepts

In this part related studies from different fields that are associated to the paper’s idea will be appraised.

3.1 Social Capital

“Social capital is defined by its function. It is not a single entity, but a variety of different entities having two characteristics in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors whether persons or corporate actors within the structure”. (Coleman 1988, p. s98)

Although the term “social capital” could seem fairly recent, its history dates far back to the beginning of the 20th century. Hanifan (1916) introduced the term in his article in 1916, claiming that it was needed to invest in intangible assets such as, associations, neighborhoods, and rural schools where people’s personal investment was sought to be put into society. The term is widely argued and disputed, and a large number of models can be found. Figure 2, is divided into 3 different stages, “inequality”, “capitalization” and “effects”.

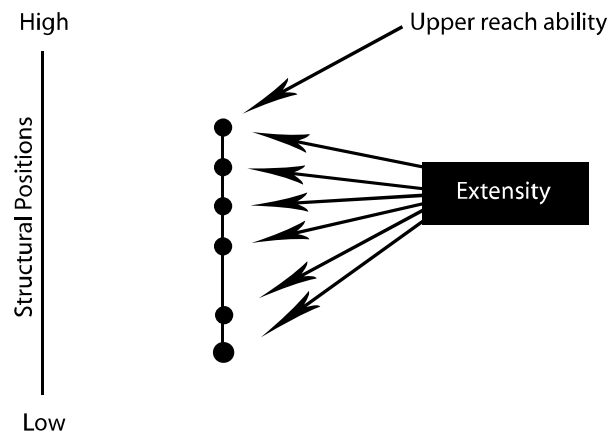


2. Model of Social Capital (Lin, 2001, pg.246)

Inequality

The first section of the model, Lin (2001) highlights inequality as a critical issue. Social capital is dispensed unevenly across networks and populations, where one person or network might be favored compared to another. Therefore, as a starting point, potential resources of capital could differentiate drastically depending on who is favored. The two processes “capital deficit” and “return deficit” clarify capital inequality. Capital deficit is the difference of investments put into capital, e.g. parents might invest differently in human or social capital between their children. A daughter might have less opportunity to socialize in different networks compared to a son, yet better chances in receiving good grades since she stays home studying. She would have lower investment in social capital than her brother, yet higher in human capital. Return deficit are the effects from the investments in capital defi-

cit, e.g. a person that has invested in social capital has higher chances in collecting returns from his or her social capital (Lin, 2001).



3. Network Extensity (Lin, 2001, pg.62)

Figure 3 describes how a social network might have an advantage if members with high structural positions give the network extensity and “upper reach ability” (Lin, 2001). The larger the social network, the better the chance of upper reach ability, which causes more decision power.

Lin (2001) claims that “trust”, which is a natural effect from bonding is included in collective assets, as well as “norm” which is the standard for e.g. proper behavior of the network. Fukuyama (1995) associated social capital and trust. Knack (2002) measured the social capital with general trust and complex norms in civil cooperation, linking social capital to government performance in the USA.

Paxton (1999) theorized social capital to be measured in two ways. One way is measuring helpfulness, trust and fairness between people. Another way is measuring indicators of religion, education and government between persons and societies. Lin (2001) highlights that the outcomes in capital terms are considered “political”, “social” and “economic return”. Political return means advancement in hierarchy in a cooperative. Social return mostly considers reputation and what level of social credit someone is worth. Economic return is measured in factors such as wealth, earnings and assets.

Capitalization

According to Bourdieu (1986) social capitalization, is where social networks create a form of capital by its ability to collect results from the network. The capital consists of intangible assets contained in interpersonal relations and social networks, as obligations, expectations, information channels, and social norms. Obligations and expectations can be conceived of as a “credit slip” that people can hold on to which can be used when necessary. Information channels provide information which is an important basis when creating capital, and social norms provide the criteria for rewarding or sanctioning individual actions.

In the capitalization process, Lin (2001) highlights “Accessibility” and “Mobilization” which represents the location and resources of the network, as well as the exercise of contact assets. He claims that generally three elements explain how social capitalization works. First,

the stream of information access opportunities and choices easily, which would otherwise not be available. Need and demand can quickly be calculated, affecting production and consumption. E.g. producers know what the consumer want and the consumer gets what he wants. Thereby transition costs are reduced, because services that normally would cost money are for free because of the flow of information within the network.

Second, the influence of social ties have the possible effect to manipulate representatives in positions where important decisions take place, e.g. a recommendation can be of great importance in a decision process. A social network with many social ties, is considered to have high decision power, and is valued more than a network with fewer ties. Third, the social credentials of a network can be of great value to an individual. If the network is highly credited this could have a positive effect on the credentials for a person part in the network, and vice versa. A network could benefit greatly from having highly credited members (Lin, 2001).

Effects

There are two beneficiaries that collect profits from social capital; the “*individual*” and the “*network*” (McKenzie, Weich & Whitley, 2002). An individual can benefit from the network in many ways. E.g. a member’s reputation might mirror the network’s reputation, such as appearing sporty when being a member of a sport club, or seeming generous if being member of a charity organization.

Another benefit an individual gain while being part of a network is the social relation itself to other people. A person could profit greatly by doing a favor for someone, while in the future get the favor returned from that person, and vice versa. An example when social capital is utilized is when a person borrows yard equipment from his neighbor in order to cut bushes and trees in his yard. Thanks to the lend, the person gets his yard trimmed without having to rent equipment. However, his payment will be a favor back to his neighbor. There are many variations of personal resources that are included in a social network, and the more diverse the network, the more variety in returns to its members. The resources in a network can in theory be borrowed by all members, in order to make a profit.

From the network’s point of view, the profit it makes is the valuable gain from its members. The research by McKenzie, Weich & Whitley (2002) find that the key quality of social capital is that it is owned by groups and not individuals. However, the biological environments of social capital are assets of individuals built by, e.g. social trust, group effectiveness, contributions to charity, and social partaking. It could be monetary profits that are collected into the network itself, or size by the number of members, which might be important for the network’s influence. Reputation is also a valuable asset for a social network. If the network has lots of members, reputation might improve, enforcing decision power.

3.2 Knowledge and Education

According to Lin (2001), effects from social capital are “*instrumental*” and “*expressive*”. Instrumental effects create returns, categorized as reputation, power and wealth. Reputation or status attainments are important contribution factors to a person’s or network’s level of results. E.g. a person with high status attainment might be favored compared to someone with low status attainment. Human capital plays a crucial role in reputation and status attainment, since knowledge, abilities and skills adds value to a transaction. For instance, it requires more than good contacts to be successful lawyer. Many years of education, skill and experience matter too. The level of human capital, combined with social capital, influ-

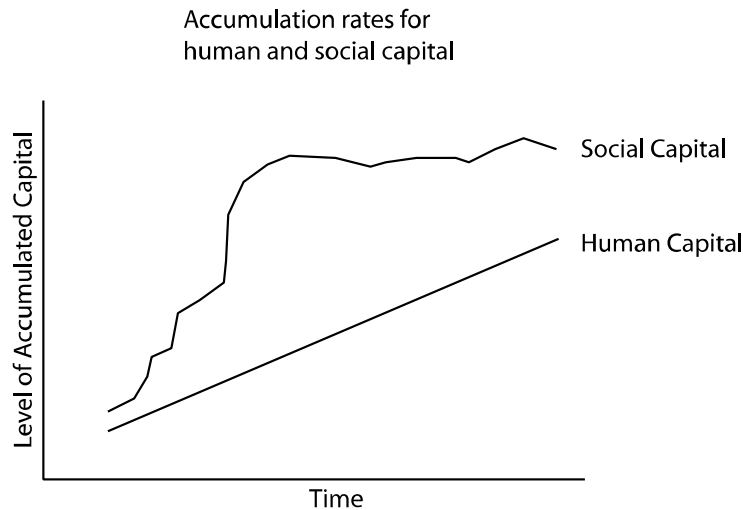
ence reputation and status attainment, which reflects on power and wealth. E.g. if having the knowhow to be a skillful lawyer, combined with good social capital, recommendations to important cases might be offered, enabling great opportunity and decision power, which could lead to large monetary profits.

However, social capital also plays a crucial role to human capital. Knowledge and education set the foundation for instrumental effects such as reputation, power and wealth (Lin, 2001). Collier (1998) believes that social capital consists of knowledge that is integrated in the network itself, and communicated between members in the network. Communication and circulation of general knowledge increase trust between people, decrease transition costs, but also strengthen the ability for people to act when needed to.

De Clercq and Arenius' (2003) research found a connection between social capital, and new venture due to general knowledge channels. Their findings suggested that communicating with entrepreneurs in the network (*knowledge-based argument*), creates role models (*social learning argument*), that leads to better knowledge of oneself (*self-efficiency argument*), to become an entrepreneur. *"In short, our research suggests that having contacts with knowledgeable others may function as a learning mechanism, and enable individuals' awareness to make a step towards an entrepreneurial career"* (De Clercq & Arenius, 2003, pg. 9)

When combining a person's social capital with education, in terms of a student's success in school, Coleman (1988) claims important factors are expectations by parents, duties, and the social network that is present a school, in communities and families. The difference whether children succeed in school or not, could be credited to parents' beliefs and responsibilities to educate their children. The networks are also responsible in terms of relationship between families and schools. The climate at school in terms of obedience, control, education, ethical and cultural standards is also important factors.

Coleman and Hoffer's (1987) research between 1980 and 1987, on the effects from social capital, catholic schools had a much lower failure level than public schools in the same regions. According to the authors, the social network within the catholic community had stronger impact on its children to perform better at school, thanks to firmer obedience and control, as well as cultural standard. Coleman (1988) argues that aspects such as education standards and responsibilities from family and society are vital, and a determinant of the achievement in school. Scholars such as Putnam (2001), Bourdieu (1982, 1986) and Coleman (1990), advice that social capital help to generate human capital.



4. Human and Social Capital (Lin, 2001, pg.135)

Lin (2001) claims that since social capital is a supply of favors from other actors, human capital will follow the path of social capital, as shown in Figure 4. Rosling (2006) points out that social change comes before economic change in developing countries, e.g. Vietnam's shift from communist planning to market economy. Once the country shifted politics, social change occurred, and economic growth increased.

Lin (2001) also highlights that there should be expansion of leaders that will influence others in future generations; *“human capital is resources in possession of the actor who can make decisions (exercise authority) about their usage and disposition. It is accumulated by actions taken by the actor and members of his or her primordial group. Each action generates a given amount of additional resources. Therefore, there is a tendency to expand the primordial group (e.g. the extended family) so that the generation and accumulation of resources can accelerate”* (Lin, 2001, pg. 134).

3.3 Tolerance and Creativity

According to Lin (2001), Putnam (2001), Florida (2002), Coleman (1990) bridges between networks are necessary in order to provide good social capital. Cultural acceptance and gender equality are characteristics of tolerance, enforcing peace and prosperity, all effects from good social capital. Putnam (2001) highlights that volunteer social work, strengthens citizenship, and that if programs are customized and design properly, they will create citizen knowledge, social responsibility and self respect. The effects will be increased acceptance and cooperation in between cultures and races, which will decrease racism.

Kilby (2002) claims that literature concerning social capital rarely discusses gender, as Gershman (2000) and Molinas (1998) conclude that ethnic proportions are not recognized enough in literature concerning social capital. Norton (2001) argues that social capital is *“gender-blind”* and does not pay sufficient attention to differences in households, regarding authority and control. Silvey and Elmhirst (2003) point out that the wider gender differences are spread, the more difficulty it is for women to be included into influential networks, where trust and mutual exchange already exist for men.

Timberlake (2005) highlights that although an increased amount of women that share space with men at work, a man's chances in career advancement and possibilities are still much favorable than a woman's. Women lose out on career possibilities due to limited access of

social capital compared men, resulting less commodity to sources and networks, where knowledge and resources nurture career progress.

Putnam (2001) claim that social networks have norms and principles, which can be used together for a common cause. A century ago social capital was established in between associations such as the women organizations, immigrant and ethnic societies. The cooperation succeeded in several campaigns against unjust labor conditions and gender unfairness.

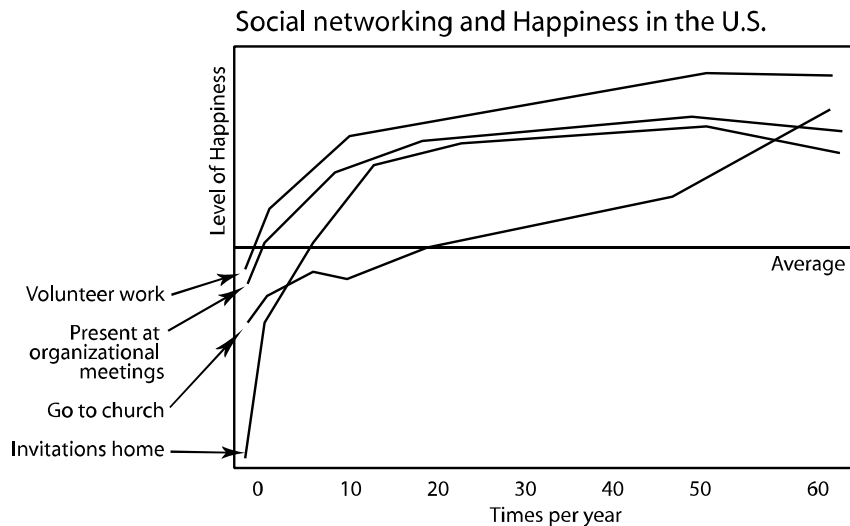
Social capital can both contribute and oppose social engagement. The Social Capital Community Benchmark Study, performed by Putnam (2001) has mapped social involvement developed in educational flourished areas. According to Florida (2002) cities such as Washington, Houston and Los Angeles with large ethnic diversities, it is four to five times more likely that college graduates get involved in politics than other places.

Florida (2002) claim that tolerance motivates creativity and that social networks could have a negative effect on creativity, as networks might not be opened for everyone and outsiders are not let in. According to him "*traditional communities with social capital*" have high numbers of political engagement, yet low qualities in diversity, innovation and high technological development. "*Organized societies*" are older societies, dominated by traditional companies with average social capital and political engagement, and a lower level than average of diversity, innovation and high technological development.

"*Nerd cities*" which are fast growing cities with technological advancement have higher levels of diversity and innovation, yet lower social capital and political involvement. "*Creative Centers*" which consists of large urban communities, get high points of innovation and diversity, average in social capital and political engagement.

3.4 Health and Life Satisfaction

Putnam (2001) believes that high social capital contributes to higher level of health, similar to Lin (2001) that claims that expressive returns are physical and mental health, as well as life satisfaction. According to Kawachi (2007) and Sampson (1997) studies show that crime, health and death can be linked to social capital, also relying on social trust and personal income. Putnam (2001) argues that social networks increase good health, and according to an analysis by Cohen (1997) people with many different social ties gets less sick than others. Putnam (2001) claims that people who have had a stroke and were surrounded by strong networks, have better recover possibility, than the ones with weak networks. The analysis also provides results that elderly people which have joined a volunteer organizations is considered healthier, than if the person had not. Putnam argues that the results conclude that elderly people decrease their chances by 50% to die within the next year, when joining an organization.



5. Social Networking and Happiness (Putnam, 2001, pg. 352)

Putnam (2001) refers to research made by the opinion institute, DDB Needham, who has preformed life style surveys on more than 87000 people between 1975 and 1999. The institute posed questions regarding comfort in life and social behavior, and according to the survey results, there is a clear link between life satisfaction, happiness and social networking. By selecting people that monthly do volunteer work, is present at organizational meetings, go to church and have invitations at home, the increase in happiness was equivalent to the happiness at an academic exam, or a salary increase. The happiness did not get much larger if the action happened daily, rather than monthly, and according to Figure 5, happiness flattens out and even decrease by time.

Putnam (2001) highlights that considering factors that contribute to bad health such as smoking and obesity, in order to have better health, it is easier to join an organization rather than stop smoking, lose weight and exercise. Suicide and depression has escalated in the US, during the same years as social networking has nearly disappeared. According to Seligman (1988) the depression frequency has multiplied by 10 in the past decades, and that 10% of the American population fall into depression every year due to low social networking capabilities.

According to McKenzie, Weich & Whitley (2002) social capital can contribute to better health, but also lower crime levels, yet and vice versa. Although valuable in some communities, where networks demand certain characteristics from their members, such as proper behavior or social norms, minorities could be trapped and face bad social capital. Authorities such as government or police force might, in that case, be the only solution for societies to control the mixture of culture, races, sexuality, and customs, resulting in worse health than to begin with. Crime and death are therefore at higher rates and criminal gangs could rely on its existence.

4 Hypotheses

Based on the research outline, the following hypotheses are proposed.

1. Social capital influenced from the Open Fun Football School's activities, is correlated with; (a) *knowledge & education*, (b) *tolerance & creativity*, (c) *health & life satisfaction*.
2. The activities are gender neutral, and benefit both men and women equally.
3. The level of social capital, influenced from the Open Fun Football School's activities, is effected by a participant's level of *tolerance*.

5 Empirical Study

5.1 Research and Methods

This research is interested in participant performance, and was conducted through a quantitative analysis, using a multi question survey. The survey was printed into a tangible format, in Serbian. It was then distributed at one of the Cross Cultural Project Association's relief projects, the Open Fun Football Schools in Belgrade, Serbia. The distribution was done by volunteers of the organization, and the recipients were the participants at the soccer games.

5.2 Survey Results – Descriptive Analysis

The large pool of people that were available to take the survey consisted of students that play in the soccer leagues. It also included coaches and instructors that practice and teach the children and youth how to play, as well as assistants and supporters at the activities.

While the grass root organization includes, 750 schools, 150000 students and 13000 coaches, this study was only able to get a fraction of participant response, due to budget restraints. However, the modest 161 responses will give an indication of results.

5.3 Basic demographics

To get a better understanding of the respondents, 4 basic questions were asked, gender, nationality, role and age.

Gender

To get an idea if opinions between men and women differed, the question about gender was asked. Out of the 161 recipients, 159 participants answered this question. "Male" (0) were 69% of respondents and "Female" (1) were 31% of the respondents.

Nationality

In order to measure the variety in opinion from nationalities, the question about nationality was asked. Most participants came from "Serbia" (0) at 58%, and then "Bosnia" (1) at 21%, "Macedonia" (2) at 16%, "Croatia" (3) at 2% and 1% were from "Moldova, Ukraine, Denmark and Kosovo" (4).

Role

To find out if there was a difference in opinion between persons that did different tasks at the activities, the question about role was asked. The five major roles at the activities are, "student" (0) at 16%, "coach" (1) at 54%, "assistant" (2) at 4%, "instructor" (3) at 10% and "other" (4) at 16%.

Age

To see if a person's age could make a difference in opinion, 5 age groups were set. *Group 1*; 0-15, *Group 2*; 16-24, *Group 3*; 25-34, *Group 4*; 35-44 and *Group 5*; 45-65. The *mean age* was 33, *average age* 35, *minimum age* 15 and *maximum* 65.

5.4 Dependent Variable

OFFS Social Capital

OFFS social capital (OffsSR) is the dependent variable in this study. The value of social capital is defined by the level of social responsibility influenced at the activities. The Cross Cultural Project Association's Open Fun Football Schools model's first dimension advice us how the organization influence its members to take social responsibility (CCPA, 2009) Question; *"Has the OFFS activities helped you take any social responsibility?"* Results indicate that 26 (16,1%) answered *"Absolutely, very much"* (2), 98 (60,9%) answered *"Yes"* (1), 14 (8,7%) answered *"No"* (0) and 22 (13,7%) answered *"Don't know"* (dismissed).

5.5 Explanatory Variables

Health

Health (HeaHE) is the variable that is based on if the level of health has changed due to the activities. Question; *"Has the OFFS activities affected your health?"* Results indicate that 39 (24,2%) answered *"I have much better health now"* (3), 57 (35,4%) answered *"I have better health now"* (2), 64 (39,8%) answered *"No change"* (1), and 1 (0,6%) answered *"I have worse health now"* (0).

Life Satisfaction

Life Satisfaction (HeaSA) is aimed at studying comfort in life and social behavior, such as being happy with one's life thanks to the activities. Question; *"Has the OFFS activities affected your life satisfaction?"* Results indicate that 87 (54%) answered *"Much more satisfied with my life than before"* (3), 38 (23,6%) answered *"I am a little more satisfied with my life than before"* (2), 34 (21,1%) answered *"No affect"* (1), 1 (0,6%) answered *"I am less satisfied with my life"* (0).

Willingness to Educate

Willingness to Educate (KnoED) is the extent a person is motivated to go to school thanks to the activities. Question; *"Do you feel that the OFFS activities help motivate you to go to school?"* Results indicate that 80 (49,7%) answered *"Yes very much"* (2), 36 (22,4%) answered *"Yes"* (1), 16 (9,9%) answered *"No"* (0), and 25 (15,5%) answered *"Don't know"* (dismissed).

Culture Tolerance

Culture tolerance (KnoAC) is a measure, if the level a participant's acceptance to other cultures has change thanks to the activities. Question; *"Has the OFFS activities helped you accept other cultures?"* Results indicate that 41 (25,5%) answered *"Absolutely, very much"* (2), 96 (59,6%) answered *"Yes"* (1), 6 (3,7%) answered to *"No"* (0), and 16 (9,9%) answered *"Don't know"* (dismissed).

Gender Equality

Gender Equality (KnoGE) is based on whether a participant has been influence by the activities to value men and women more equally. Question; *"Has the OFFS activities helped you value Women and Men more equally?"* Results indicate that 32 (19,9%) answered *"Absolutely, very much"* (2), 113 (70,2%) answered *"Yes"* (1), 4 (2,5%) answered *"No"* (0), 11 (6,8%), and answered *"Don't know"* (dismissed).

Creativity

Creativity (EcoCR) is the variable of the level of creativity that has been influenced thanks to the activities. Question; “Has the OFFS activities changed your level of creativity?” Results indicate that 36 (22,4%) answered “I am a lot more creative” (3), 100 (62,1%) answered “I am more creative” (2), 21 (13%) answered “No affect” (1) and 1 (0,6%) answered “I am less creative” (0).

1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
OFFS Social Capital	137	0	2	1,08	,529
Health	161	0	3	1,83	,800
Life Satisfaction	160	0	3	2,32	,827
Willingness to Educate	141	0	2	1,39	,773
Culture Tolerance	143	0	2	1,24	,520
Gender Equality	149	0	3	1,20	,493
Creativity	158	0	3	2,08	,618
Valid N (listwise)	109				

The descriptive data is displayed in Table 1 clarifying the minimum, maximum, mean, and standard deviation values. However, the amount varies since the answer “don’t know” dismiss data from the variables; *OFFS social capital, willingness to educate, culture tolerance and gender equality*. The difference is taken into account in the correlation and regression analysis.

5.6 Correlations

To test the significance levels a bi-variate correlation was done, shown in Table 2. It includes the variables, *OFFS social capital, health, life satisfaction, willingness to educate, culture tolerance, gender equality, creativity and gender*. A Pearson correlation predicts a linear relationship, which was used in between the variables.

2. Correlations

	Offs Social Capital	Health	Life Satisfaction	Willing to Educate	Culture Tolerance	Gender Equality	Creativity	Gender
Offs Social Capital	1							
Health	,158	1						
Life Satisfaction	,282**	,304**	1					
Willing to Educate	,103	,158	,112	1				
Culture Tolerance	,532**	,244**	,149	,108	1			
Gender Equality	,470**	,232**	,211*	,174*	,485**	1		
Creativity	,232**	,254**	,447**	,194*	,171*	,171*	1	
Gender	,049	,009	,045	-,034	,150	,091	,040	1

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Clarification: According to Table 2, the Pearson correlation coefficient *OFFS social capital* is correlated with, *life satisfaction*, *culture tolerance*, *gender equality* and *creativity*.

The strongest correlations on a 1 % significance level can be found between *OFFS social capital* and *culture tolerance* (0,532). The reason could be that according to the Open Fun Football School’s model, the dimensions focus on social responsibility and tolerance. There is a strong correlation between *Gender equality* and *culture tolerance* (0,485) as well as *OFFS social capital* and *gender equality* (0,312) at a 1 % significant level. The issue of inequality according to Lin’s (2001) model, highlights different investment possibilities in social capital. Yet, Table 2 indicate that inequality is not an issue and that the influence of *OFFS social capital* correlates with *gender equality*, which correlates with *culture tolerance*. Again, the dimensions of the model are correlated.

There is a correlation at 1 % significance between *life satisfaction* and *creativity* (0,447). Hartvigsson (Appendix A) claims that that much more attention should lay on projects to increase creativity among populations, in order to boost motivation. There is also a strong correlation on a 5 % significance level between *gender equality* and *life satisfaction* (0,211), *creativity* and *willingness to educate* (-0,194) and *gender equality* and *willingness to educate*. (-0,174).

5.7 Regression Analysis

The relationship between social capital and social performance can be seen in Table 2, where correlations occur between *OFFS social capital* and the variables, *life satisfaction*, *culture tolerance*, *gender equality* and *creativity*. To see if *OFFS social capital* is affected by these variables, the current model is proposed:

Model

$$OFFS\ social\ capital = \beta_0 + \beta_1 HeaSA + \beta_2 KnoAC + \beta_3 KnoGE + \beta_4 EcoCR + e_i$$

3. Ordered Logistic Regression Analysis for *OFFS social capital*

Variables		No	Yes	Yes, very much
OFFS Social Capital	Coef. (z-value)	d(y=0)/dx	d(y=1)/dx	d(y=2)/dx
Life Satisfaction (HeaSA)	.7061325** (2.17)	-.0347545** (-2.04)	-.032906 (-1.32)	.0676605** (2.02)
Culture Tolerance (KnoAC)	1.885948*** (3.47)	-.0928227*** (-2.68)	-.0878859 (-1.63)	.1807086*** (3.20)
Gender Equality (KnoGE)	1.547447*** (3.02)	-.0761624** (-2.32)	-.0721116 (-1.54)	.148274*** (2.65)
Creativity (EcoCR)	.2052952 (0.51)	-.0101042 (-0.51)	-.0095668 (-0.49)	.0196711 (0.51)
Observations	117			
Prob > chi2	0.0000			
Pseudo	0.2765			

Clarification: The probability percentage of change in *OFFS social capital* due to change in the other variables, can be found in an ordered logistic regression in Table 3. The strongest significance level of 1 % is the impact of changed level of *culture tolerance*. If increasing the value of *culture tolerance* with 1 %, the probability that someone answers “No” (0) to *OFFS*

social capital decreases with 9,3 %. The probability that someone would answer, “Yes, very much” (2), increase by 18 %. In both cases the z -value (-2.68 and 3,20) is very strong.

Increasing the value of *gender equality* by 1 %, the probability that someone answers “No” (0) to *OFFS social capital* decreases with 7,6 %. The probability that someone would answer, “Yes, very much” (2), increase by 15 %. In both cases the z -value (-2.32 and 2.65) is strong, as well as the significance levels of 5 % and 1 %. Increasing the value of *life satisfaction* by 1 %, the probability that someone answers “No” (0) to *OFFS social capital* decreases with 3,5 %. The probability that someone would answer, “Yes, very much” (2), increase by 6,8 %. In both cases the z -value (-2.04 and 2.02) is strong, as well as the 5 % significance level. Increasing the value of *Creativity* by 1 %, did not affect *OFFS social capital*.

Hypothesis 1

According to the correlations in Table 2, the following findings can be made.

(a) *OFFS social capital* did not correlate with *willingness to educate* which is the variable representing *knowledge & education*. Opposing Coleman and Hoffer’s (1987) research suggesting that the social networks could have strong impact on children’s performance at school, the direct influence from the activities showed differently. The hypothesis is rejected.

(b) *OFFS social capital* correlated with *culture tolerance*, *gender equality* and *creativity* which represent *tolerance & creativity*. Putnam’s (2001) claim could therefore be correct, that grass roots activities can increase social responsibility and self appreciation of participants, leading people to take citizenship, cooperate, and be less racists. The hypothesis is not rejected.

(c) *OFFS social capital* did not correlate with *health*, however correlated with *life satisfaction*. Although Cohen (1997) claims that people with many different social ties gets less sick than others, and McKenzie, Weich & Whitley (2002) highlights that social capital can contribute to better health, the variable *health* did not correlate. Since only *life satisfaction* correlated, the hypothesis is rejected.

Hypothesis 2

According to Table 2, *Gender* is not correlated with *health*, *life satisfaction*, *education*, *tolerance*, *gender equality* and *creativity*. “*Capital deficit*” and “*Return deficit*” are unevenly distributed capital among people in the social network (Lin, 2001). Considering that soccer could be considered a male dominated sport, inequality results the activities to gain men more than women. If good social capital exist, both men and women have equal access to the resources. But since no correlations are found, there is no suspicion that the activities benefit any sex. The hypothesis is not rejected.

Hypothesis 3

According to Lin (2001) good social capital, exist only if the *bonding* in *bridging* qualities are present. The level of social responsibility is important to social performance, as it is relying on participants level of tolerance. In that case, the level of *OFFS social capital* should increase if levels of *culture tolerance* increase. As seen in Table 3, if increasing the value of *culture tolerance* with 1 %, the probability that someone answers “No” (0) to *OFFS social capital* decreases with 9,3 %. The probability that someone would answer, “Yes, very much” (2), increase by 18 %. With a strong z -value of -2.68 and 3,20 it can be concluded that *culture tolerance*, raised level of *OFFS social capital*. The hypothesis is not rejected.

6 Discussion

6.1 Knowledge and Education

The Danish based Cross Cultural Project Association's relief program, the Open Fun Football Schools methodology is to drive democracy and education. The aim is to use soccer as a tool to bring people from different social networks together, into a transparent organization providing; "*Children's football in a democratic context provides an important platform in civil society, where people with different backgrounds can meet and bond while discussing children's welfare and the development of children's football*" (CCPA, 2009, pg 4).

Coleman (1988) argues that education standards and responsibilities from family and society are vital, and decide the level of achievement for youth in school. Coleman and Hoffer's (1987) research suggests that the social network within the catholic community has a strong impact in its children to perform better at school.

71 % of the participants in the survey are positively affected by the activities, in regards to willingness to seek education. Although admitting that the activities has helped motivate participants to educate themselves, *willingness to educate* did not correlate with *OFFS social capital*. That could mean that the influence from the project does not influence people directly to educate themselves, rather the influence from the many social networks that interact. Similar to Collier's (1998) claim, that social capital consists of knowledge that is integrated in the many networks and communicated between the members themselves.

It could be suggested that participants' willingness to educate themselves are influenced by individual role models similar to De Clerq and Arenius (2003) findings. Communicating with entrepreneurs in a network (*knowledge-based argument*), create role models (*social learning argument*), that leads to better learning of oneself (*self-efficiency argument*), increasing the possibility of becoming an entrepreneur oneself (Clerq and Arenius, 2003).

According to Table 2, there is a correlation with 5% significance level, between *willingness to educate* and *creativity* (0,194). Hartvigsson (Appendix A) argues that the problem with non-governmental organizations is that they tend to focus on fixing damages rather than letting creativity grow. That when asking a person in need what they wish, or how they would like to solve their problems, creativity and motivation flourish.

He claims that any organization which tries to aid the people in postwar debris must start from a motivation program rather than a directive financial aid. The activities stimulation of creativity and motivation influences the participants' level of willing to educate themselves, rather than the influence of the grass root organization's own social capital.

Willingness to educate is also correlated with a 5% significance level to *gender equality* (0,108). According to the organization's methodology, the project should stimulate tolerance and non-discrimination (CCPA, 2009), which also has influenced the participants' willingness to educate themselves.

6.2 Tolerance and Creativity

The Open Fun Football Schools, allow anyone to join regardless race, gender, age and background, attempting to raise tolerance levels for participants to accept other cultures. The organization's model emphasize on supporting interactions with various stakeholders ensuring that, "*a natural and a peaceful civil society*" will be stimulated (CCPA, 2009). According to the survey, 86% of the participants are positively affected by the activities, in regards to

accepting other cultures. The participant's level of *culture tolerance*, is correlated with a 1 % significance level, to *OFFS social capital* (0,532), *gender equality* (0,485) and *health* (0,244).

Florida (2002) claims that tolerance motivates creativity, and that social networks could often have negative effects on creativity, as networks might not be opened for everyone as outsiders are not let in. According to Table 2, *culture tolerance* is correlated with *creativity* at a 5% significance level. Since the grass root organization's model emphasize great ambition in allowing everyone to join it could be argued that tolerance motivates creativity.

Timberlake (2005) highlights that although an increased amount of women that share space with men at work, a man's chances in career advancement and possibilities are still much favorable than a woman's.

According to the survey, 91% of the participants are positively affected by the activities, in regards to evaluate women and men equally. According to Table 2, the participant's level of *gender equality* is correlated with all variables. It correlates with 1 % significance level to *culture tolerance* (0,485), *OFFS social capital* (0,470), and *health* (0,254). It has a 5% correlation with *life satisfaction* (0,211), *willingness to educate* (0,174), and *creativity* (0,171). The additional coefficient of *gender* (male or female) is included in Table 2, which shows no correlation with any of the variables. With other words, we do not find unjust inequality between men and women. Moreover, according to the results in Table 4, women have higher *life satisfaction* than men, thanks to the activities.

According to the survey, 85% of the participants are positively affected by the activities, in regards to creativity. *Creativity* is correlated with all variables in Table 2. It shows a strong correlation at 1% significance level to *life satisfaction* (0,447), as well as to *health* (0,254) and *OFFS social capital* (0,232). If Hartvigsson (Appendix A) is right, the correlation between *creativity* and *OFFS social capital* indicate that the activities are letting creativity grow, which could be considered a good example of "*sustainable reconciliation*" since it strongly correlates with *life satisfaction*.

Creativity also correlates with *willingness to educate* (0,194), *culture tolerance* (0,171), and *gender equality* (0,171). There is a correlation between *creativity* and *willingness to educate*, where 85 % of the responding participants have raised their level of creativity, and 71 % are willing to educate themselves thanks to the activities.

The regression analysis in Table 3, indicate that participants level of social responsibility rely on their level of culture tolerance, gender equality and creativity enhanced by the activities. Increasing the value of *culture tolerance* by 1 %, the probability that someone answers "No" (0) to *OFFS social capital* decreases with 9 %, yet the probability that someone would answer, "Yes, very much" (2), increase by 18 %. Increasing the value of *gender equality* by 1 %, the probability that someone answers "No" (0) to *OFFS social capital* decreases with 8 %, yet the probability that someone would answer "Yes, very much" (2), increase by 15 %. Increasing the value of *creativity* by 1 %, the probability that someone answers "No" (0) to *OFFS social capital* decreases with 1 %, yet the probability that someone would answer "Yes, very much" (2), increase by 2 %.

The findings include that raising participants' level of *culture tolerance* and *gender equality* will have strong positive effects on participants' social responsibility level.

Florida (2002) claims that "*Creative Centers*" which consists of large urban communities, get high points of innovation and diversity, yet average in social capital and political engagement. This research indicates that raising the level of *creativity* will not effects a participant's

OFFS social capital, however their level of creativity is raised drastically thanks to the activities. According to Table 2, a correlation was found between *Creativity* and *OFFS social capital* at 1% significance (0,232).

6.3 Health and Life Satisfaction

Putnam (2001) argues that social networks increase good health, and that people with many different social ties gets less sick than others. He believes that high social capital contributes to higher level of health, similar to Lin (2001) that claims that expressive returns are physical and mental health.

Sida (2001) estimated that 1.5 million people were displaced after the war in the Balkan states. Not being able to plan anything for future comings, the populations were left with disillusion and pessimism about their future. According to our survey, only 60 % of the participants are positively affected by the activities in regards to improved health.

According to the Table 2, *health* showed no correlation between *OFFS social capital*. With other words, a participant's health did not seem to change significantly enough despite the influenced social capital. Since Cohen's (1997) research indicates that people with many different ties get less sick than others, the social capital influenced by the project could be up for discussion. *Health* does however, correlate with a 1% significance level to *life satisfaction* (0,304), *creativity* (0,254), *culture tolerance* (0,244), and *gender equality* (0,232).

Life satisfaction might give us a clearer indication of mental health. Life satisfaction can be described as the comfort in a person's life and social behavior, e.g. well-being. According to Putnam (2001), there is a clear link between life satisfaction, happiness and social networking. In the survey results, 78% of the participants are positively affected by the activities in regards to the level of life satisfaction. *Life satisfaction* is correlated with a 1 % significance level, to *creativity* (0,447), *health* (0,304) and *OFFS social capital* (0,282). It also correlates with *gender equality* (0,174) with a 5% significance level.

Since there is a strong correlation between *life satisfaction* and *OFFS social capital*, one is led to believe that people have happier and better lives thanks to the activities. Mental health and well-being, could therefore be considered to have improved by 78 %.

4. Participant's Level of Life Satisfaction

How has the OFFS activities affected your Life Satisfaction?								
	Male	Female	Student	Coach	Assistant	Instructor	Other	Total
Much more satisfied with my life than before.	53%	60%	68%	56%	67%	73%	24%	54,0%
I am a little more satisfied with my life than before.	26%	20%	16%	26%	0	20%	28%	23,6%
No affect.	20%	20%	16%	17%	33%	7%	48%	21,1%
I am less satisfied with my life.	1%	0	0	1%	0	0	0	0,6%

According to Putnam (2001) people that do volunteer work have an increased level of happiness and life satisfaction. In order to get a better understanding of the participants responses, Table 4 clarify the percentages of "gender" (male or female) and "role" (student, coach, assistant, instructor or other). "Instructors" which are volunteers tend to have the highest result in regards to increased life satisfaction, thanks to the activities. Moreover, 60 % of women have answered the question "Much more satisfied with my life than before", contra to 53 % men. According to Silvey and Elmhirst (2003), that means that all people regardless gender, is included into the network's sources of trust and mutual exchange.

The regression analysis in Table 3, indicate that *OFFS social capital* rely on the level of life satisfaction by the activities participants. Increasing the value of *life satisfaction* by 1 %, the probability that someone answers “No” (0) to *OFFS social capital* decreases with 3,5 %, yet the probability that someone would answer “Yes, very much” (2), increase by 6,8 %. By raising participants’ level of life satisfaction will have strong positive effects on participants’ social responsibility level.

7 Conclusion

The purpose of this study is to examine factors connected to social capital established by international aid for the purpose of peace building, and discussing the relation between social capital, economic and social performance.

The study has examined the Cross Cultural Project Association's relief program, the Open Fun Football Schools, and how it has affected its participants in Belgrade, Serbia. "*Sustainable reconciliation*" (Lederach, 1997), a type of long term international aid has been developed and constructed to help populations overcome war trauma, by using different activities within art, entertainment and sports. As a catalyst for peace and social development, the non-government organization tackle problems in post war situations by bringing people together using the common denominator; soccer (CCPA, 2005).

The project promotes social responsibility and tolerance between cultures. Its methodology is to provide and cherish a transparent organization, to drive democracy and education. Theorists claim if conducted properly, activities should lead to good social capital, which results higher levels of education, tolerance and creativity, as well as better health and life satisfaction (CCPA, 2005).

According to this study's results, the participants have better health and life satisfaction, higher levels of knowledge, education, tolerance and creativity than before joining the activities. Although soccer can be considered a male dominated sport that might not give women the same benefits as men, no significance of gender inequality was shown, dismissing any suspicion that the activities benefit any sex.

Lin (2001), Putnam (2001), Florida (2002), Coleman (1990) claim that bridges between networks enforce tolerance, necessary to provide good social capital. In this study's regression analysis, participants' level of social responsibility was increased significantly when levels of tolerance increased. Therefore, one could assume that bridging possibilities are very good, setting the foundation for good social networking possibilities in creating and maintaining good social capital.

Lin (2001) points out that the effects from social capital are instrumental and expressive. Instrumental effects create returns, categorized as reputation, power and wealth. The expressive effects are categorized as health and life satisfaction, important factors to social performance. If raising social performance, chances are that a project like this is credited higher status and improved reputation. Reputation or status attainments are important contribution factors to a network's level of results. The effects could be, large local interest and support, attracting new partners, investors and economic funding.

To conclude this research, it seems that the project by Cross Cultural Project Association's relief program, the Open Fun Football Schools, is a successful project. It's partnership established with the Union of European Football Associations in 2001 has created enormous possibilities for its members, and its own network. Its methodology, expansive network, and social capital is credited to have positive outcomes on its participants, as well as being an effective tool in building peace.

References

- Barro, J.R. (1991) "Economic Growth in a Cross Section of Countries", (retrieved at 2010/11/30 from <http://ideas.repec.org/a/tpr/qjecon/v106y1991i2p407-43.html>).
- Bourdieu, P. (1986) "The Forms of Capital", (retrieved by 2011/03/12 from <http://www.marxists.org/reference/subject/philosophy/works/fr/bourdieu-forms-capital.htm>).
- Boutros-Ghali (1992) "An agenda for peace: Preventive diplomacy, peacemaking, and peace-keeping, report of the Secretary-General pursuant to the statement adopted by the summit meeting of the Security Council on 31 January 1992", United Nations, New York.
- Cardozo, L. B. (2000) "Mental Health, Social Functioning, and Attitudes of Kosovar Albanians Following the War in Kosovo" (retrieved 2010/08/14 from <http://jama.ama-assn.org/cgi/content/abstract/284/5/569>).
- CCPA (2005) "Open Fun Football Schools 2005 - Sustainability Report" (retrieved on 2010/02/23 from <http://www.ccpa.dk/1-110-annual-report.html>).
- CCPA (2009) "Annex A CCPA field data statistics 2009", Open Fun Football Schools delivered in 2009 - SIDA case no. 2008-000269 (retrieved on 2010/03/16 from <http://www.ccpa.dk/data/files/presentationmaterials/openfunfootballschoolspresentationbooklet2009.pdf>).
- Cohen, S. (1997) "Social Ties and Susceptibility to the Common Cold", *Journal of the American Medical Association* 277.
- Coleman and Hoffer (1987) "Public and private high schools: The impact of communities", Basic Books, New York.
- Coleman, J.S. (1988) "Social Capital in the Creation of Human Capital", (retrieved at 2010/10/15 from; <http://www.jstor.org/pss/2780243>).
- Colletta, J. J. & Cullen, M.L. (2000) "Violent Conflict and the Transformation of Social Capital". Washington, DC: International Bank for Reconstruction and Development/World Bank.
- Collier, P. (1998) "Social Capital and Poverty", The World Bank Social Capital Initiative, Working Paper No. 4 The World Bank, Washington DC.
- De Clerq, D. and Arenius, P. (2003) "Effects of Human Capital and Social Capital on Entrepreneurial Activity", Babson College, Babson Kauffman Entrepreneurship Research Conference (BKERC), 2002-2006. Available at SSRN: <http://ssrn.com/abstract=1782232>
- Florida, R. (2002) "The Creative Class, And How It's Transforming Work, Leisure, Community and Everyday Life, Basic Books, New York, NY, 2002.
- Gershman, J. (2000) "The World Bank and social capital: Lessons from ten rural development projects in the Philippines and Mexico", *Policy Sciences* 33: 399-419.
- Fukuyama, F. (1995) "Trust : the social virtues and the creation of prosperity". London: Hamish Hamilton.
- Fukuyama, F. (1997) "Social capital", Tanner lectures. Brasenose College, Oxford; Processed, Institute of Public policy, George Mason University, Fairfax Virginia

- Huei, M. Chieh, Y. & Hung, S. (2007) "Social Capital and Creativity in R&D Project Teams", *R&D Management*, Vol. 38, Issue 1, pp. 21-34, January 2008
- Jacobs, J. (1961) "The Death and Life of Great American Cities", Random House, New York.
- Markensten, K. (2007). "The culture exchange program in Vietnam". The Review Report of SIDA's Division of Culture and Media on its culture exchange program in Vietnam from 2007 to 2009. p. 9.
- Kawachi, I., Kennedy, B. P., Lochner, K., *et al* (1997) "Social capital, income inequality, and mortality". *American Journal of Public Health*, 87, 1491-1498.
- Kilby, P. (2002) "Social capital and civil society". Pp. 1-15. Canberra: National Centre for Development Studies at ANU.
- Knack, S. 2002. "Social capital and the quality of government: Evidence from the states", *American Journal of Political Science* 46: 772-785.
- Levinsen, A. (2009). Interview with Anders Levinsen (Retrieved on 2010/03/22 from <http://en.archive.uefa.com/trainingground/index.html#34005/434/940123>)
- Lin, N. (2001) "Social Capital: A theory of Social Structure and Action", Cambridge University Press, 2001.
- Ljungman, C.M., Rønning, H., Singh, T., Pedersen, H.S. (2004). Main report of SIDA's work with culture and media. Swedish international Development Cooperation Agency. pp. 15-33.
- Lochner, K., Kawachi, I. & Kennedy, B. P. (1999) "Social capital: a guide to its measurement", *Health and Place*, 5, 259-270.
- McKenzie, Weich & Whitley (2002) "Kwame McKenzie, Mr Wame McKenzie, Rob Whitley, Scott Weich", *The British Journal of Psychiatry* (2002) 181: 280-283 © 2002 The Royal College of Psychiatrists retrieved by 2010/11/26 from <http://bjp.rcpsych.org/cgi/content/full/181/4/280>
- Molinas, R. J. (1998) "The impact of inequality, gender, external assistance and social capital on local-level cooperation." *World Development* 26: 413-431.
- Mollica, F. R. (1999) "Disability Associated With Psychiatric Comorbidity and Health Status in Bosnian Refugees Living in Croatia" (retrieved 2010/08/20 from <http://jama.ama-assn.org/cgi/content/abstract/282/5/433>)
- Morris, C. (2000) "What is Peacebuilding? One Definition", (retrieved 2010/08/20 from <http://www.peacemakers.ca/publications/peacebuildingdefinition.html>)
- Norton, A. (2001) "The market for social capital." *Policy Autumn* 2001: 40-44.
- ODA Korea (2010). "ODA Aid Trend", ODA Korea Official Web site. (Retrieved on 2010/05/17 from <http://www.odakorea.go.kr/>)
- Olson, M. Jr. (2007). "Big Bills Left on the Sidewalk: Why Some Nations Are Rich, and Others Poor. Making Poor Nations Rich: Entrepreneurship and the Process of Economic Development", *Stanford Economics and Finance*. P.44.

- Paxton, P. (1999) "Is social capital declining in the United States? A multiple indicator assessment", *The American Journal of Sociology* 105: 88.
- Portes, A. (1998) "Social capital: its origins and applications in modern sociology", *Annual Review of Sociology* 24: 1-25.
- Putnam, D.R. (2001) "Den ensamme bowlaren; Den Amerikanska medborgarandans upplösning och förnyelse" – Bowling Alone; The collapse and revival of American community", Simon and Schuster, New York.
- Rosling, H. (2006) "Hans Rosling shows the best stats you ever seen" Retrieved 2010/08/10 from http://www.ted.com/talks/lang/eng/hans_rosling_shows_the_best_stats_you_ve_ever_seen.html
- Sampson, R. J., Raudenbush, S. W. & Earls, F. (1997) "Neighborhoods and violent crime: a multilevel study of collective efficacy", *Science*, 277, 918-924.
- Seligman, M. (1988) "Boomer Blues", *Psychology Today* (October 1988).
- Sherif, M. (1966). "Group conflict and cooperation", *Their social psychology* p. 32.
- SIDA (2001). "Support to the Proni Institute of Social Education projects in the Balkans" – SIDA Evaluation 03/01.
- SIDA (2007). "The Culture Exchange Program in Vietnam", Review of Karin Marketsten Kultur : 2007-10-25).
- Silvey, R., and Elmhirst, R. (2003) "Engendering Social Capital: Women Workers and Rural-Urban Networks in Indonesia's Crisis", *World Development* 31: 865-879.
- Singhal, A., Rogers, E.M. (2002) "A Theoretical Agenda for Entertainment Education", *Communication Theory*. Vol. 12 (2). pp.117-135.
- Singhal, A., Svenkerud, P.J. (1994) "Pro-socially shareable entertainment television programs: A programming alternative in developing countries", *Journal of Development Communications*. Vol. 5, pp.17-30.
- SIPU (2003) "Assessment of the former Proni Project", SIPU International for The Swedish International Development Co-operation Agency (SIDA): 2003-11-15.
- Timberlake, S. (2005) "Social capital and gender in the workplace", *Journal of Management Development*, Vol. 24 Iss: 1, pp.34 – 44 (Retrieved at 2011/01/03 from <http://www.emeraldinsight.com/journals.htm?articleid=880614&show=abstract>)
- UEFA 1 (2010) "Grassroots Soccer" (Retrieved on 2010/04/18 from <http://www.uefa.com>)
- UEFA 2 (2009) "Member Associations" (Retrieved on 2010/03/12 from <http://www.uefa.com/memberassociations/associations/index.html>)
- UNESCO(2010) "Official website for Sports and motivation" (Retrieved 2010/02/10 from http://portal.unesco.org/shs/en/ev.php-URL_ID=9536&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Appendix

Appendix A – Interview

Lars Harvigsson / President of Project of North Ireland (PRONI) Institute of Social Education

1. What was the reasoning behind putting together youth clubs in Serbia?

With the combination of the organizations; The Project of North Ireland (PRONI) Institute of Social Education, Jönköping's Högskola of Kommunikation (HLK), and Styrelsen för internationellt arbete (Sida) it was found an immediate interest from youth in the Nordic countries for volunteer work abroad.

Connection Europe of Aislin Institute of Social Education (based in North Ireland) had excessive conflict experience from its own situation prior to “God Friday” when fire was finally ceased. With research we found out about the segregation in Serbia and wanted to help. We brainstormed ideas about how working with local confused and bored youngsters in ages between 15-20. The reports told that children and young people lacked inspiration and motivation and therefore only saw the results of war in their everyday life.

This caused us to go to Bosnia to meet with teenagers to find out the core of the problem. According to our interviews what was missing was “hope”, and that youth was missing entertainment, creativity and activities.

Both PRONI Institute of Social Education and Connection Europe was convinced that practical training should be part of the education held at a local university, however one difficulty is to make universities accept cooperation with social organizations in their educational program. The road was at first anything but smooth but since the organizations were a direct link to financial Aid practical training has slowly been accepted into the university curriculum. Examples of activities what were started by student leaders to the social program were a; Library; Volleyball team mixed with Serbs and Bosnians; Music festival; group visiting children at hospitals.

No salaries were paid out, everyone volunteered, however funds were spent on activities such as volley ball and net to the volleyball team, funds for books to a library, clown suits for hospital groups visiting children and instrument for music festivals. Some student leaders were hired by the organizations and the rest has stayed locally in the countries where they have built up activities.

How to get people motivated

The problem with NGO's are that they tend to focus on fixing damages rather than letting creativity grow. Creativity and motivation flourishes when you ask a person in need, what they wish and how they would like to solve the problem. That is when a person gets most engagement.

A good advice from me is; do not draw too much on the map for others, lend out the charcoals and let people choose by themselves. That strengthens peoples wish and therefore will make them engaged, motivated and creative. Follow their own dreams! One can inspire each other through dreams and wishes but not telling what is right and wrong.

2. What were the immediate difficulties?

a. The common Aid situation (if people die in war you get money, but as soon as peace occurs money is often withdrawn) Also Aid works as a flashlight pointing around everywhere on the globe. Sometimes here, sometimes there.

Contradicting theories of what actually makes things change have developed two types of education at present:

Policy Alignment – Big problem because the education by EU consists of sending a farmer from Sarajevo to Belgium to learn about crops. The problem might be that the farmer doesn't use his new knowledge home in Sarajevo.

Value alignment – considers human values allowing creativity from a human being. With other words, you don't have to twist an arm to make things happen, with Value alignment there is instead a discussion of what to do. We come to an area where there is a need for help. We teach from a local focus to local needs and try to find out which action is needed to get people motivated to learn and practice. The fun part is that people get together from different backgrounds, such as religious, cultural and ethnical. The groups of people will trust, accept and work together as teams.

Communication and cooperation problems between people and politicians. Engagement difficulty in general from all above. People blame politicians for everything and politicians do not know how to care. So it was very difficult at first, but what is very important to consider is; It is not about an idea. It is about the execution. E.g. I had a drink of Rakkia with the mayor of the city and built a good relationship from start, because that is the conclusive importance in order to make things change; a good and trustworthy relationship.

3. How did you get people to attend?

Arranged meetings with politicians in the municipality, the mayor, and youth groups in order to arrange communication between the groups which was very difficult since people had a huge problem ever trusting politicians again. Proni and Connection Europe quickly realized the structure that was missing and found out that leaders were missing from the project. One option would be to send for 50 trained leaders from Ireland and Sweden in order to quickly set up a functional organization project in order to hopefully boost some results. However, the outcome by the discussion resulted a pilot project (1997) where they would educate local leaders that had the local knowhow about most things.

Worked a lot with the local teenager leaders to understand each other and others. Relationship building should not be underestimated.

To build confidence and faith.

4. How did motivation spread?

Motivation to change must be born inside the human that one wants to change. One could share dreams and wishes; "I am dreaming about this, what do you dream about?"

When we could show that "this change" has already been down in North Ireland with our help, people are more willing to change since they see it is possible. People in 1st world countries are less willing to change since we identify ourselves with profession and things. We don't wish and dream for things of change the same way as people in need, our safe society makes us generally feel safe rather than dream of creativity. People don't ask each

other “what do you dream about?” because it could make people feel bad. However in poor circumstances the need for dreams and discussion about dreams are reality.

5. Did they accomplish their mission?

There was a time limit of our visit and therefore we focused on handing over to local organizations as well as integrated our education in a local university. Today we are offering a Bachelor in 7 universities in “volunteering use service” which is an informal learning cooperation with communes and local organizations. Bosnia (work started 1998) has been most difficult since their politicians have not been easy to work with, however the organization has grown as large as controlling the countries youth activities now. In Makedonia (2002) and Croatia has gone further in shorter time where the organizations have local responsibility to build youth clubs and quality contacts.

6. What were the after effects? (improvements and positive development?)

Increased Social effects that trigger motivation and social networking among people that promote peace and tolerance. E.g. we helped developed the only volleyball team with Bosnians and Serbs together. The establishment of a localized, transparent organization that still grows strong today.

Appendix B – Survey

Open Fun Football Schools

Your age

Gender

1. Male
2. Female

Country

Role

1. Student
2. Coach
3. Assistant
4. Instructor
5. Other

Q1. How has the OFFS activities effected your health?

1. I have worse health now.
2. I have the same health as before the OFFS activities.
3. I have better health now.
4. I have much better health now.

Q2. Has the OFFS activities affected you being less sick or more sick?

1. Now I am sick over 10 days more per year.

2. No change.
3. Before I was sick or ill 1-10 days more per year.
4. Before I was sick or ill over 10 days more per year.

Q3. Has the OFFS activities affected you to go and check your health more often than before?

1. No change.
2. Now I go less to health checks than before.
3. Now I go to health checks more often than before.
4. Now I go to health checks a lot more.

Q4. Do you feel that the OFFS activities helps motivate YOU to go to school?

1. No
2. I don't know.
3. Yes.
4. Yes, very much.

Q5. Do you feel that the OFFS activities helps you to speak, read and write your OWN and OTHER languages better?

1. No change
2. I don't know
3. Yes, I speak, read and write my own language better
4. Yes, I speak, read and write my own and other languages better.

Q6. How has the OFFS activities affected your level of general knowledge?

1. No change.
2. It makes me know less about general things.
3. It makes me learn more about general things.
4. It makes me learn a lot more about general things.

Q7. How has the OFFS activities effected your personal economy?

1. No effect
2. I have less money thanks to OFFS activities
3. I have more money thanks to OFFS activities
4. I have a lot more money thanks to OFFS activities

Q8. Before being involved or aware of the OFFS activities, have you received less or more money at work or if you do not work, from your parents?

1. No effect
2. I make less money now than before
3. I make more money now than before
4. I make a lot more money than before

Q9. Before being involved or aware of the OFFS activities, how has your consumption changed?

1. No effect.
2. I could afford to buy more things before.
3. I can afford to buy more things now than before.
4. I can afford to buy much more things than before.

Q10. Has the OFFS activities affected your choice of move to another country if you could?

1. No it has not. I would like to move to another country.
2. Yes, it has made me less willing to move to another country.
3. I never wanted to move to another country.

Q11. Has the OFFS activities helped to promote Peace around you?

(Such as being nice to your neighbor, and active in your neighborhood)

1. No
2. I don't know
3. Yes
4. Absolutely

Q12. Has the OFFS activities helped you to understand and accept other cultures?

(Such as showing respect to others regardless of their religion, race or political opinion)

1. No
2. I don't know
3. Yes
4. Absolutely

Q13. Has the OFFS activities helped you cooperate with other cultures?

(despite of their religion or race)

1. No
2. I don't know
3. Yes
4. Absolutely

Q14. Has the OFFS activities has helped you to take any social responsibility?

(be part or interested politically or take any other social responsibility)

1. No
2. I don't know
3. Yes
4. Absolutely

Q15. Which of the following options has the OFFS activities has influenced you:

1. Make my own choice and be part in decision making processes.
2. Let politicians decide what is best for you.
3. Let OFFS decide what is best for you.
4. None of the above.

Q16. Has the OFFS activities helped you to value Women equally much as Men?

1. No.
2. I don't know.
3. Yes
4. Absolutely

17. Has the OFFS activities affected your productivity? (H7)

1. I am less productive.
2. No affect.
3. I am more productive
4. I am a lot more productive

Q18. Has the OFFS activities affected your creativity? (H7)

1. I am less creative.
2. No affect.
3. I am more creative
4. I am a lot more creative

Q19. How has the OFFS activities affected your happiness? (H8)

1. I am less happy.
2. No affect.
3. Happier than before.
4. Much happier than before.

Q20. How has the OFFS activities affected your life satisfaction? (H9)

1. I am less satisfied with my life.
2. No affect.
3. I feel more satisfied with my life than before.
4. I feel much more satisfied with my life than before.