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Appendix 1: Regions and Countries of PPA Reports

REGION	COUNTRY	NUMBER OF REPORTS
Sub-Saharan Africa; and the	Benin	1
Middle East and North Africa	Burkina Faso	1
(subtotal = 31)	Cameroon	1
	Ethiopia	1
	Gabon	1
	Ghana	2
	Guinea-Bissau	1
	Kenya	2
	Madagascar	2
	Mali	2
	Niger	1
	Nigeria	3
	Rwanda	1
	Senegal	1
	South Africa	1
	Swaziland	1
	Tanzania	1
	Togo	1
	Tunisia	1
	Uganda	2
	Yemen, Republic of	2
	Zambia	2
Eastern Europe; and the former	Armenia	3
Soviet Union	Azerbaijan	1
(subtotal = 11)	Georgia	1
	Kyrgyz Republic	1
	Latvia	2
	Macedonia	1
	Moldova	1
	Ukraine	1
East Asia	Cambodia	1
(subtotal = 9)	China	1
	Indonesia	2
	Philippines	1
	Thailand	1
	Vietnam	3
Latin America and the Caribbean	Brazil	1
(subtotal = 16)	Costa Rica	1

REGION	COUNTRY	NUMBER OF REPORTS
	Ecuador	2
	El Salvador	2
	Guatemala	5
	Jamaica	1
	Mexico	1
	Nicaragua	1
	Panama	1
	Venezuela	1
South Asia	Bangladesh	1
(subtotal = 14)	India	10
	Nepal	1
	Pakistan	2
Project Totals:		**81**

Appendix 2: List of PPA Authors

Armenia 1995 — Dudwick, Nora. 1995. "A Qualitative Assessment of the Living Standards of the Armenian Population, October 1994–March 1995." World Bank, Washington, D.C.

Armenia 1996 — Gomart, Elizabeth. 1996. "Social Assessment Report on the Education and Health Sectors in Armenia." World Bank, Washington, D.C.

Armenia 1999 — Bertmar, Anna. 1999. "Children's De-Institutionalization Initiative: Beneficiary Assessment of Children in Institutions." World Bank, Washington, D.C.

Azerbaijan 1997 — World Bank. 1997. "Poverty Assessment." Washington, D.C.

Bangladesh 1996 — UNDP (United Nations Development Programme). 1996. "UNDP's 1996 Report on Human Development in Bangladesh: A Pro-Poor Agenda—Poor People's Perspectives." Dhaka, Bangladesh.

Benin 1994 — World Bank. 1994. "Toward a Poverty Alleviation Strategy." Washington, D.C.

Brazil 1995 — World Bank. 1995. "A Poverty Assessment." Washington, D.C.

Burkina Faso 1994 — World Bank. 1994. "Visual Participatory Poverty Assessment." Draft. Washington, D.C.

Cambodia 1998 — Robb, Caroline M., M. Shivakuma, and Nil Vanna. 1998. "The Social Impacts of the Creeping Crisis in Cambodia: Perceptions of Poor Communities." World Bank, Washington, D.C.

Cameroon 1995 — World Bank. 1995. "Diversity, Growth, and Poverty Reduction." Washington, D.C.

China 1997 — World Bank. 1997. "Anning Valley Agricultural Development Project: Summary of a Social Assessment (Annex 10)." Washington, D.C.

Costa Rica 1997 — World Bank. 1997. "Identifying the Social Needs of the Poor: An Update." Washington, D.C.

Ecuador 1996a — Hentschel, Jesko, William F. Waters, and Anna Kathryn Vandever Webb. 1996. "Rural Poverty in Ecuador—A Qualitative Assessment." Internal Document. World Bank, Washington, D.C.

Ecuador 1996b — World Bank. 1996. "Poverty Report." Washington, D.C.

El Salvador 1995 — Pena, Maria Valeria Junho. 1995. "Social Assessment: El Salvador Basic Education Modernization Project." World Bank, Washington, D.C.

El Salvador 1997 — Pena, Maria Valeria Junho, Kathryn Johns Swartz, Tania Salem, Miriam Abramovay, and Carlos Briones. 1997. "Stakeholder Consultation and Analysis: Second Phase of the Social Assessment for the El Salvador EDUCO Program and the Basic Education Modernization Project." World Bank, Washington, D.C.

Ethiopia 1998 — World Bank. 1998. "Participatory Poverty Assessment for Ethiopia." Draft. Washington, D.C.

Gabon 1997   World Bank. 1997. "Poverty in a Rent-Based Economy." Washington, D.C.

Georgia 1997   Dudwick, Nora. 1997. "Poverty in Georgia: The Social Dimensions of Transition." World Bank, Washington, D.C

Ghana 1995a   Norton, Andy, Ellen Bortei-Doku Aryeetey, David Korboe, and D.K. Tony Dogbe. 1995. "Poverty Assessment in Ghana Using Qualitative and Participatory Research Methods." World Bank, Washington, D.C.

Ghana 1995b   World Bank. 1995. "Poverty Past, Present and Future." Washington, D.C.

Guatemala 1993   World Bank. 1993. "Guatemala Qualitative and Participatory Poverty Study, Phases I and II." Internal Situation Report. Washington, D.C.

Guatemala 1994a   Webb, Anna Kathryn Vandever. 1994. "Interim Evaluation Report: Guatemala Qualitative and Participatory Poverty Study, Phase II." Rafael Landívar University, Guatemala City, and World Bank, Washington, D.C.

Guatemala 1994b   Instituto de Investigaciones. 1994. "La Pobreza: Un Enfoque Participativo: El Caso de Guatemala." Rafael Landívar University, Guatemala City.

Guatemala 1997a   Traa-Valarezo, Ximena. 1997. "Social Assessment for the Guatemala Reconstruction and Local Development Project." World Bank, Washington, D.C.

Guatemala 1997b   Gómez, Marcela Tovar. 1997. "Perfil de los Pueblos Indígenos de Guatemala (FONAPAZ)." Internal Document. World Bank, Washington, D.C.

Guinea-Bissau 1994   World Bank. 1994. "Poverty Assessment and Social Sectors Strategy Review." Washington, D.C.

India 1997a   Centre for Community Economics and Development Consultants Society (CECOEDECON). 1997. "Report on Social Assessment for the District Poverty Initiatives Project: Baran District." Institute of Development Studies (IDS), Jaipur, India.

India 1997b   Indian Institute of Rural Management. 1997. "A Report on Findings of Fieldwork (DPIP) in Todaraisingh and Uniara Blocks of Tonk District." Indian Institute of Rural Management, Jaipur, India.

India 1997c   Reddy, S. Sudhakar, K. S. Reddy, P. Padmanabha Rao, and G. Santhana Babu. 1997. "District Poverty Initiatives Project: Strategy and Investment Plan for Poverty Alleviation in Adilabad." Centre for Economic and Social Studies, Hyderabad, India.

India 1997d   Operations Research Group. 1997. "Draft Fieldwork Report: Raisen District." Environment Planning and Coordination Organisation, Bhopal, India.

India 1997e   Operations Research Group. 1997. "Draft Fieldwork Report: Sagar District." Environment Planning and Coordination Organisation, Bhopal, India.

India 1998a	PRAXIS. 1998. "Participatory Poverty Profile Study: Bolangir District, Orissa." U.K. Department for International Development, New Delhi.
India 1998b	World Bank. 1998. "District Poverty Initiatives Project, Social Assessment Fieldwork Report: Guna District Main Report." Washington, D.C.
India 1998c	World Bank. 1998. "District Poverty Initiatives Project, Social Assessment Fieldwork Report: Rajgarh District Main Report." Washington, D.C.
India 1998d	World Bank. 1998. "District Poverty Initiatives Project, Social Assessment Field Report: Shivpuri District Main Report." Washington, D.C.
India 1998e	Kozel, Valerie, and Barbara Parker. 1998. "Poverty in Rural India: The Contribution of Qualitative Research in Policy Analysis." World Bank, Washington, D.C.
Indonesia 1998	Evers, Pieter J. 1998. "Village Governments and Their Communities: Allies or Adversaries." World Bank, Jakarta.
Indonesia 1999	Chandrakirana, Kamala. 1999. "Local Capacity and Its Implications for Development: The Case of Indonesia. A Preliminary Report: Local Level Institutions Study." World Bank, Jakarta.
Jamaica 1997	Moser, Caroline, and Jeremy Holland. 1997. "Urban Poverty and Violence in Jamaica." World Bank, Washington, D.C.
Kenya 1996	Narayan, Deepa, and David Nyamwaya. 1996. "Learning from the Poor: A Participatory Poverty Assessment in Kenya." World Bank, Washington, D.C.
Kenya 1997	Nyamwaya, David (editor). 1997. "Coping Without Coping: What Poor People Say About Poverty in Kenya." African Medical and Research Foundation and the Government of Kenya, Nairobi.
Kyrgyz Republic 1998	Scott, Kinnon, Salman Zaidi, Zhong Tong, and Dinara Djoldosheva. 1998. "Update on Poverty in the Kyrgyz Republic." World Bank, Washington, D.C.
Latvia 1997	Hofmane, L. 1997. "Report on the Qualitative Analysis Research into the Living Standards of Inhabitants in Aluksne District." World Bank, Washington, D.C.
Latvia 1998	Institute of Philosophy and Sociology. 1998. "Listening to the Poor: A Social Assessment of Poverty in Latvia." Institute of Philosophy and Sociology, Riga, Latvia.
Macedonia 1998	Institute for Sociological and Political-Legal Research. 1998. "Qualitative Analysis of the Living Standard of the Population of the Republic of Macedonia." Institute for Sociological and Political-Legal Research, Skopje, Macedonia.
Madagascar 1994	Moini-Araghi, Azadeh. 1994. "Participatory Poverty Assessment: Synthesis Report." World Bank, Washington, D.C.
Madagascar 1996	World Bank. 1996. "Poverty Assessment." Washington, D.C.
Mali 1992	World Bank. 1992. "Qualitative Study on the Demand for Education in Rural Mali." Washington, D.C.

Mali 1993	World Bank. 1993. "Assessment of Living Conditions." Washington, D.C.
Mexico 1995	Salmen, Lawrence. 1995. "The People's Voice: Mexico—Participatory Poverty Assessment." World Bank, Washington, D.C.
Moldova 1997	De Soto, Hermine G., and Nora Dudwick. 1997. "Poverty in Moldova: The Social Dimensions of Transition, June 1996–May 1997." World Bank, Washington, D.C.
Nepal 1999	South Asia Partnership Nepal. 1999. "Country Report: Nepal." Ottawa: South Asia Partnership Canada, Kathmandu.
Nicaragua 1998	Fuller, Bruce, and Magdalena Rivarola. 1998. "Nicaragua's Experiment to Decentralize Schools: Views of Parents, Teachers, and Directors." World Bank, Washington, D.C.
Niger 1996	World Bank. 1996. "Poverty Assessment: A Resilient People in a Harsh Environment." Washington, D.C.
Nigeria 1995	Todd, Dave. 1995. "Participatory Poverty Assessment." World Bank, Washington, D.C.
Nigeria 1996	World Bank. 1996. "Poverty in the Midst of Plenty: The Challenge of Growth with Inclusion." Washington, D.C.
Nigeria 1997	Francis, Paul A., with S. P. I. Agi, S. Ogoh Alubo, Hawa A. Bin, A. G. Daramola, Uchenna M. Nzewi, and D. J. Shehu. 1997. "Hard Lessons: Primary Schools, Community, and Social Capital in Nigeria." World Bank, Washington, D.C.
Pakistan 1993	Beall, Jo, Nazneen Kanji, Farhana Faruqi, Choudry Mohammed Hussain, and Mushtaq Mirani. 1993. "Social Safety Nets and Social Networks: Their Role in Poverty Alleviation in Pakistan." Unpublished report for the Overseas Development Administration (U.K.).
Pakistan 1996	Parker, Barbara. 1996. "Pakistan Poverty Assessment: Human Resources Development—A Social Analysis of Constraints." World Bank, Washington, D.C.
Panama 1998	Pena, Maria Valeria Junho, and Hector Lindo-Fuentes. 1998. "Community Organization, Values and Social Capital in Panama." World Bank, Washington, D.C.
Philippines 1999	World Bank. 1999. "Mindanao Rural Development Project Social Assessment: Key Findings for Cotabato and Sultan Kudarat." Washington, D.C.
Rwanda 1998	World Bank. 1998. "Etude Participative Sur L'Evolution de la Pauvreté au Rwanda." Washington, D.C.
Senegal 1995	World Bank. 1995. "An Assessment of Living Conditions." Washington, D.C.
South Africa 1998	May, Julian, with Heidi Attwood, Peter Ewang, Francie Lund, Andy Norton and Wilfred Wentzal. 1998. "Experience and Perceptions of Poverty in South Africa." World Bank, Washington, D.C., and Praxis Publishing, Durban.
Swaziland 1997	Ministry of Economic Planning and Development of the Kingdom of Swaziland and the World Bank. 1997. "Swaziland: Poverty Assessment by the Poor." Washington, D.C.

Tanzania 1997	Narayan, Deepa. 1997. "Voices of the Poor: Poverty and Social Capital in Tanzania." Environmentally and Socially Sustainable Development Network. World Bank, Washington, D.C.
Thailand 1998	Robb, Caroline and Chaohua Zhang. 1998. "Social Aspects of the Crisis: Perceptions of Poor Communities in Thailand." World Bank, Washington, D.C.
Togo 1996	World Bank. 1996. "Overcoming the Crisis, Overcoming Poverty: A World Bank Poverty Assessment." Washington, D.C.
Tunisia 1995	World Bank. 1995. "Poverty Alleviation: Preserving Progress while Preparing for the Future." Washington, D.C.
Uganda 1998	McClean, Kimberley, and Charles Lwanga Ntale. 1998. "Desk Review of Participatory Approaches to Assess Poverty in Uganda." The Ministry of Planning and Economic Development, Kampala, Uganda.
Uganda 1999	Ministry of Finance Planning and Economic Development. 1999. "Participatory Poverty Assessment—Poor People's Perspectives." Draft. Kampala, Uganda.
Ukraine 1996	Wanner, Catherine, and Nora Dudwick. 1996. "Ethnographic Study of Poverty in Ukraine, October 1995–March 1996." World Bank, Washington, D.C.
Venezuela 1998	Walker, Ian, with Rafael Del Cid, Fidel Ordoñez, and Felix Seijas. 1998. "Evaluación Social del Proyecto Promueba, Caracas, Venezuela." World Bank, Washington, D.C.
Vietnam 1996	World Bank. 1996. "Social Issues." Washington, D.C.
Vietnam 1999a	ActionAid Vietnam. 1999. "Ha Tinh Participatory Poverty Assessment." Draft. ActionAid Vietnam and the Hanoi Research and Training Centre for Community Development, Hanoi.
Vietnam 1999b	Save the Children (U.K.). 1999. "Pilot Participatory Poverty Assessment: Ho Chi Minh City-District 11, Wards 5 and 7." Hanoi.
Yemen, Republic of 1998	La Cava, Gloria, Sharon Beatty, Renaud Detalle, Thaira Shalan, Nagib Zumair, and Angelica Arbulu. 1998. "Republic of Yemen Civil Service Modernization Program: Social and Institutional Assessment." World Bank, Washington, D.C.
Yemen, Republic of 1999	Volpi, Elena. 1999. "Yemen Child Development Project: Social Assessment." World Bank, Washington, D.C.
Zambia 1994	World Bank. 1994. "Poverty Assessment." Washington, D.C.
Zambia 1997	Francis, Paul A., John T. Milimo, Chosani A. Njobvu, and Stephen P. M. Tembo. 1997. "Listening to Farmers: Participatory Assessment of Policy Reform in Zambia's Agricultural Sector." World Bank, Washington, D.C.

Appendix 3: Systematic Content Analysis Using QSR NUD*IST

Once a text is formatted as a QSR NUD*IST file, that text can be retrieved and assigned coding. After an entire file is coded, QSR NUD*IST can be queried concerning frequencies of certain themes and how they occur in conjunction with other themes. For instance, in the course of the analysis one might want to know everything that women said about exclusion from informal credit associations. A preliminary inquiry would likely search for the intersection of the nodes: women's voices, social exclusion, and informal credit associations. QSR NUD*IST then searches automatically through every coded text unit in each of the reports to identify and retrieve all text units assigned this combination of codes. Once coding is completed, the program generates matrices showing the frequencies of theme intersections within text units. This makes it possible to determine the frequency with which certain themes appear in proximity to one another. These frequency matrices guided the analyses.

The index tree in QSR NUD*IST allowed each coder to assign a given text unit a string of codes to provide maximum detail regarding unit content, depth, and tone. For example, a discussion of women expressing distress over the inadequacy of access to drinking water infrastructure in their village may be coded in a string containing nodes (3 1) women's voice (if there is quoted speech); (4 1) women as subject; (5 1 4) water; (6 7) access; (7 2) unhappiness or dissatisfaction; (7 4) negative; (F 6) infrastructure. Because the nodes were not mutually exclusive, it was expected that coding would vary somewhat from coder to coder. In the above example, for instance, one coder may have coded for "infrastructure" while another may not have done so (since lack of access can, on the one hand, be an implied lack of infrastructure, but, on the other hand, there may not have been a specific mention of infrastructure). Similarly, one may have coded for "security" as well, as a way of indicating an issue of water security. In this way the nodes were used to reveal patterns across text units in an iterative, structured process of node intersection examination. (See appendix 5.)

The index tree itself is the result of several iterations. One of QSR NUD*IST's strengths is its capacity to incorporate emergent themes in the analysis through coding tree modifications and additions. Because of this, the coding schema changed considerably over time as nodes were added (and occasionally merged if the conceptual overlap was too great). We confronted the problem of coding stability principally by making inquiries of texts using multiple methods (such as string searches) and making multiple intersection searches using a series of related nodes. For example, when the research team revisited their original "definitions of poverty" node, they noticed a great many references to the psychological effects of poverty. A new node, psychological effects, was developed. When this node was revisited, the research team noted that humiliation was a constant theme throughout the reports. A text search for the word "humiliation" confirmed

this particular dimension of poverty. In this way, QSR NUD*IST was used as a tool to deepen the understanding of the definition of poverty and to "let the data speak."

The iterative exploration of the data involved a process of consistently examining whole sets of related codes and coding intersections. For instance, in looking for examples of humiliation, we not only looked at that particular node, but also at other related nodes, such as psychological effects, conflict and crime, culture and identity, and others that might fall within a larger conceptual domain. We also used the string search capabilities of QSR NUD*IST to locate key words and phrases related to the concept under investigation. And finally, throughout the analysis we referred to the original documents themselves. Clearly there is always a degree to which the researcher is present in the interpretation of what the poor say. But we believe that through sensitive and reflective analysis, the voices of the poor may be amplified, not muffled, by the researcher.

Appendix 4: "Consultations with the Poor" Index Tree

(F)   **Free Nodes**

(F 1)   **Space and Population:** Used to code mentions of crowding and overpopulation at either the household or community level.

(F 2)   **Sanitation:** Used to code mentions of lack of access to clean water and sanitation facilities.

(F 3)   **Traditional Health Care:** Code for mentions of health care sought through modes other than health-care professionals or through clinics. Includes home remedies and use of traditional healers.

(F 4)   **Quality:** A general coding category used in conjunction with specific mention of quality (positive or negative).

(F 5)   **Seasonality and Climate:** Used to code mention of seasonality and/or climate directly impacting the lives and livelihoods of the report subjects.

(F 6)   **Infrastructure:** Used to code mentions of various types of physical infrastructure.

(F 7)   **Communication:** Used to code mentions and discussions of communications infrastructure, including media.

(F 8)   **Tradition:** Codes mentions of cultural traditions structuring the experience of poverty (e.g. exclusion of women from paid labor force).

(F 9)   **Rights:** Used to code mentions of rights and rights violations.

(F 10) **Geography:** Codes mentions of geographical features that affect the experience of poverty (e.g. poor infrastructure in mountainous areas, and so on).

(F 11) **Corruption:** Codes mentions of corruption in business and/or government.

(F 12) **Social Capital:** Used to mark points in the text at which the researcher made reference to the concept of social capital in relation to the research setting.

(F 13) **Alcohol, Drugs, Gambling:** Used to code mentions of these three items.

(F 14) **Prostitution/Sex Work:** Used to code mentions of these two items.

(F 15) **Counterintuitive:** A subjective coding used to reference text that appeared unusual, counterintuitive, or otherwise worthy of a special mention.

(F 16) **Agricultural Productivity:** Codes mentions of agricultural productivity levels.

(F 17) **Forest Resources:** Codes mentions of forest-resource use.

(F 18) **Definitions of Poverty:** Used to code information about how the poor define, understand, and interpret poverty, its causes, and its effects.

(F 19) **Informal Economy:** Codes mentions of participation in or presence of informal economy.

(F 20) **Social Assistance, Aid:** Used to code mentions of the presence or effect, or both, of social assistance and aid programs or benefits.

(F 21) **Change:** Used to code mentions of social, cultural, or institutional change over time.

(F 22) Belief Systems: Codes mentions of sociocultural belief systems influencing actions.

(F 23) Shocks: Used to code mentions of events and occurrences that pose severe physical and/or psychological shocks to the subjects within the report.

(F 24) Reproduction, Women's Health: Used to code specific mentions of women's health and reproductive health issues

(F 25) Psychological Health: Used to code mentions of psychological health.

(F 26) Love: Used to code mentions of love.

(F 27) Status: Used to code mentions of status and status differentials.

(F 28) Time Allocation: Used to code mentions of time allocation of respondents.

(F 29) Cash: Used to code mentions of participation in monetized economy.

(F 30) Social Mobility: Used to code mentions of the possible amount of social mobility.

(F 31) Safety: Used to code mentions of the physical safety of a given living environment.

(1) Cases: The header for case information nodes; contains no data.

    (1 1) Report Rating: After reading and coding a document in QSR NUD*IST, coders assigned a subjective rating to the report using a scale of 1–5, with 1 indicating "poor" and 5 "excellent." The rating is based on the utility of the report for the purposes of this study. A report rich with information on the experience of poverty as expressed by poor people received a high rating, while one focused principally on aggregate economic indicators or macrolevel poverty analysis received a lower rating.

    (1 2) Gender Rating: As with the report rating, coders assigned a rating to the report for its coverage of gender. A report that was heavily disaggregated by gender was rated higher than a report that failed to explore the ways in which experiences of poverty are gendered.

    (1 3) Methods: Cites references to methodology used to gather data presented in the document.

        (1 3 1) Number of Communities in Sample: References to the number of communities included in the sampling frame for the document.

        (1 3 2) Number of Regions: References to the number of regions in a particular country covered in the document.

        (1 3 3) Number of Groups: References to the number of groups from a particular community included in data collection. For example, researchers may conduct focus groups with several separate informant groups in a single community, including women's groups, men's groups, community leaders, and so on.

        (1 3 4) Selection Methods: References to the methods employed for selecting the regions, communities, or groups included in data collection.

(2) **Institutions:** The header for the group of nodes referencing institutional structures identified and discussed in the documents.

  (2 1) **Formal/Governmental Institutions:** All references to any formal institution was assigned this code. If the institution was identified more specifically, a second institution code was assigned to identify the specific type of formal/governmental institution being discussed. This node assumes that most state institutions discussed in the documents are also associated with a governmental structure, which differentiates them from civil society institutions below. Nongovernmental organizations are considered formal institutions for the purposes of this study.

  (2 2) **Informal Institutions:** This code was assigned to institutions not associated with formal governing structures or organizational management, such as community-based revolving credit associations.

  (2 3) **Village:** Institutions identified as functioning primarily at the village or community level were assigned this code in combination with either (2 1) or (2 2).

  (2 4) **Ward/District:** Institutions identified as functioning primarily at the ward or district level were assigned this code in combination with either (2 1) or (2 2).

  (2 5) **Regional:** Institutions identified as functioning primarily at the regional level were assigned this code in combination with either (2 1) or (2 2).

  (2 6) **National:** Institutions identified as functioning primarily at the national level were assigned this code.

  (2 7) **International:** Institutions identified as functioning primarily at the international level were assigned this code. International development organizations or funding institutions are included in this node.

  (2 8) **NGOs:** Institutions identified as nongovernmental organizations were assigned this code. These are almost exclusively considered formal institutions.

  (2 9) **Political Parties:** Institutions identified as functioning primarily as political organizations or parties were assigned this code.

  (2 10) **Law:** Institutions identified as functioning primarily in law enforcement or administration were assigned this code. These include police, civic order, and judicial institutions.

  (2 11) **Economic:** Institutions identified as functioning primarily as financial institutions, such as banks, were assigned this code. Formal financial policies, such as Structural Adjustment Programs (SAPs), were also assigned this code.

    (2 11 1) **Credit Groups:** Formal or informal patterns of borrowing and lending were assigned this code.

(2 11 2) Other Economic Associations: Formal or informal associations focused on economic association, but not specifically for providing credit, were assigned this code.

(2 12) Social Groups/Associations: Groups such as clubs, cooperatives, and other informal associations were assigned this code. The subnodes for this code allow the researcher to distinguish between these groups as they serve women, men, the elderly, or religious groups.

(2 12 1) Women's

(2 12 2) Men's

(2 12 3) Elderly

(2 12 4) Religious

(2 13) Family/Household: References to household social processes were assigned this code.

(2 13 1) Marriage: References to marriage and social institutions related to marriage were assigned this code. These include references to issues such as dowry, bride price, and other marriage-related social norms and institutions.

(2 14) Community-Based Organizations (CBOs): References to community-based organizations were assigned this code. These are distinguished from NGOs by their scale: NGOs are assumed to have scope and coverage beyond a single locality, whereas CBOs are assumed to be community-based.

(3) Voices: The header for this group of nodes is used to identify voice in the documents. Each represents a direct quotation from a subject as coded below. Reported speech coded both the voice of the researcher (3 12) and the voice of the identified speaker. For example, (3 5) and (3 1) would be used to code the reported speech of a poor woman. A code was only assigned if a speaker was explicitly identified by that category in the text. No inferences as to whether a speaker was rich or poor, minority or majority, and so on, were made.

(3 1) Female: Used to code reported speech of women.

(3 2) Male: Used to code reported speech of men.

(3 3) Unspecified Gender: If a direct quote is provided but the gender of the speaker is unspecified, this code was assigned.

(3 4) Children: Used to code the reported speech of children (with a gender coding as appropriate).

(3 5) Poor: Used to mark text units in which the speaker is identified as poor.

(3 6) Rich: Used to mark text units in which the speaker is identified as rich.

(3 7) Minority: Used to mark text units in which the speaker is identified as a member of a minority social group.

(3 8)   Majority: Used to mark text units in which the speaker is identified as a member of a majority social group.

(3 9)   Rural: Marks text in which the speaker is identified as resident of a rural area.

(3 10) Urban: Marks text in which the speaker is identified as a resident of an urban area.

(3 11) Proverbs: Proverbs and sayings reported in the text were assigned this code.

(3 12) Researcher: This node was used to identify speech reported by the researcher or assertions made by the researcher that may not otherwise be clearly understood as the researcher's voice.

(3 13) Other: This node was used to mark the direct speech of a person not fully described using the above voice codes.

(4)   Subjects: The header for the group of nodes identifying topics addressed in a given text unit.

(4 1)   Female: Used to code discussions pertaining to women.

(4 2)   Male: Used to code discussions pertaining to men.

(4 3)   Unspecified Gender: Used to code discussions pertaining to people whose gender is unspecified.

(4 4)   Children: Used to code discussions pertaining to children.

(4 5)   Poor: Used to code discussions pertaining to people identified as poor.

(4 6)   Rich: Used to code discussions pertaining to people identified as rich.

(4 7)   Minority: Used to code discussions pertaining to people identified as belonging to a minority group.

(4 8)   Majority: Used to code discussions pertaining to people identified as belonging to a majority group.

(4 9)   Rural: Used to code discussions pertaining to rural areas.

(4 10) Urban: Used to code discussions pertaining to urban areas.

(4 11) Religious Group: Used to code discussions pertaining to religious groups.

(4 12) Caste, Tribe, Indigenous Group: Used to code discussions pertaining to people identified by their caste, tribe, or indigenous identity.

(4 13) Race, Ethnicity: Used to code discussions pertaining to people identified by their race or ethnicity.

(4 14) Age Group (specific; not children or elderly): Used to code discussions pertaining to people identified as belonging to a specific age group that is neither children nor elderly.

(4 15) **Occupational Group:** Used to code discussions pertaining to people identified as belonging to a specific occupational group.

(4 16) **Disability:** Used to code discussions pertaining to people identified as disabled.

(4 17) **Sexual Orientation, Practice:** Used to code discussions pertaining to people identified by their sexual orientation.

(4 18) **Migrant:** Used to code discussions pertaining to people identified as migrants.

(4 19) **Community:** Used to code discussions pertaining to a community as a social group.

(4 20) **Unemployed:** Used to code discussions pertaining to people identified as unemployed.

(4 21) **Elderly, Pensioner:** Used to code discussions pertaining to people identified as elderly or pensioners.

(4 22) **Refugee:** Used to code discussions pertaining to people identified as refugees.

(4 23) **Other:** Used to code discussions pertaining to people whose identification is not captured by the above nodes.

(5) **Themes:** The header for the group of nodes identifying themes addressed in a given text unit.

(5 1) **Basic Needs:** Used when general references to basic needs were made. In most cases, a more specific need was identified; in these cases, the nodes below were used:

(5 1 1) **Food**

(5 1 2) **Shelter**

(5 1 3) **Clothing**

(5 1 4) **Water**

(5 2) **Health Care:** References to health and health care were assigned this code.

(5 2 1) **Reproductive Health:** References to contraception, maternity, and women's reproductive health were assigned this code.

(5 2 2) **Mortality:** Used to mark references to mortality.

(5 3) **Education:** This code marks any references to education. In combination with a code from group 2 (Institutions), the node can represent a formal educational system. It was also used to mark discussions of training and other types of information dissemination discussed in the documents.

(5 4) **Economic Livelihood:** This code was used broadly to mark references to economic security and well-being. References to employment, income generation, and general participation in the formal cash economy were assigned this code.

(5 5) **Culture, Identity, Dignity, Self-Respect:** References to community-specific norms, values, and self-identification were assigned this code. Discussions of individual dignity were also assigned this code.

(5 6) **Livable Environment:** References to environmental quality and access to natural resources were assigned this code.

(5 7) **Choices and Options:** References to the degree of control people describe over the social processes in which they are involved. For example, choices regarding children, marriage, political partici-pation, expression, association, mobility, speech, thought, and others were assigned this code.

(5 8) **Conflict and Crime:** References to war, violence, and crime were assigned this code. This category includes domestic violence and organized criminal activity.

(5 9) **Property and Land:** This node contains references to land and land rights or access, as well as any form of material property. Discussions of soil quality and soil fertility were coded (5 9) in combination with free nodes for agricultural productivity (F 16) and quality (F 4).

(5 10) **Coping Strategies:** Discussions of strategies for meeting basic needs were assigned this code. An example would be seasonal migration in response to food scarcity.

(5 11) **Migration:** References to migration were assigned this code.

(5 12) **Information:** References to information access or dissemination were assigned this code; assertions about people's level of awareness about existing food assistance programs, for example, would be coded for food (5 1 4), access (6 7), and information, among other nodes.

(6) **Social Relations:** The header grouping nodes referring to specific types of social rela-tions and interactions.

(6 1) **Social Exclusion:** Discussions of a systematic denial of access or services to a specific social group or individual were assigned this code.

(6 2) **Risk and Vulnerability:** Mentions of a particular sensitivity to an event or occurrence that poses an immediate threat to health and social and/or economic well-being were assigned this code.

(6 2 1) **Particular Groups or Individuals Affected**

(6 2 2) **Everyone Affected**

(6 2 3) **Periodic**

(6 2 4) **Constant**

(6 2 5)   Not Catastrophic

(6 2 6)   Catastrophic

(6 3)   Social Cohesion: This code was assigned to mentions of social cohesiveness, particularly within the family or community.

(6 4)   Social Fragmentation: Used to code passages in which there is reference to the disintegration of social groups, particularly at the household or community level.

(6 5)   Effectiveness: Used to refer to the overall level of capacity of a given institution, usually a formal institution, with a specific mandate to provide some type of service. It is almost always used with an Attitude coding.

(6 6)   Trust and Confidence: Used to code text in which trust and confidence (or lack thereof) is specifically referred to. It is almost always used with an Attitude coding.

(6 7)   Access: Used to refer to access to services, institutions, and/or infrastructure. This coding is almost always used with an Attitude coding.

(6 8)   Security: Often used in conjunction with the Basic Needs codes to indicate issues of food security, and so on. Also used in reference to issues of general safety and predictability of physical well-being.

(6 9)   Power: Used in reference to power imbalances between people or people and institutions, or in reference to specific powers ascribed or denied to specific people and/or institutions.

(6 10)   Gender Relations: Used in reference to mentions of socialized norms of behavior concerning relations between men and women, particularly differential roles, treatments, preferences, and access to opportunities and services among men and women.

(7)   Attitudes: The header for nodes identifying qualitative assessments, by the subjects or author of the reports, of a variety of institutional and interpersonal relationships.

(7 1)   Happiness and Satisfaction: Indicates happiness or satisfaction on the part of the subject.

(7 2)   Unhappiness and Dissatisfaction: Indicates unhappiness or dissatisfaction on the part of the subject.

(7 3)   Positive: Indicates a positive assessment on the part of the researcher.

(7 4)   Negative: Indicates a negative assessment on the part of the researcher.

Appendix 5: Sample Analysis Procedure: Institutions

For the purposes of this study, data coded for references to any or all of the following are included in the category of formal institutions: "formal institutions," "political parties," and "law."

Community or social groups are differentiated from the informal category to highlight data coded for any or all of the following: "social groups," "women's associations," "men's associations," "elderly associations," "religious associations," "nongovernmental organizations," and "community-based organizations." Data coded for "family, household" or "marriage," or both, are included in the set of text units for this category.

Data sets were generated by assembling text units with intersecting coding; that is, text units coded for "formal institutions" and "effectiveness," "informal institutions" and "effectiveness," "community associations" and "effectiveness," and so on were queried and analyzed. The data sets were disaggregated by gender in order to distinguish between men's and women's reports of their experiences with institutions. The tables below indicate a general pattern of topical coverage in the data. Formal institutions, for example, appear to be discussed far more frequently than informal institutions or social groups and associations in the PPAs.

In general, discussions about institutions focused on access, effectiveness, trust, and power. These dimensions of institutional interaction were often addressed in negative terms. Topics of access emerged in every institutional category, while people tended to emphasize power in the formal and informal spheres and safety in the informal and household spheres. Data coded for references to men tend to focus on issues of quality and access in the formal and informal spheres, while data coded for women concentrate on formal institutions and the household on access, trust, and effectiveness. In the household category there are also many references to security and safety.

The matrices below indicate the number of text units in the data set coded for the listed variables. Text unit counts should be read with a note of caution, however, since the size of a text unit was not uniform throughout the data. In addition, since the coding categories were not designed to be mutually exclusive, values in different cells in the table may represent the same text unit coded for multiple variables. These matrices should be used as a heuristic tool rather than be read as a definitive statement of which topics were reported most frequently by respondents.

Variables were assigned the values "positive" and "negative" when there were explicit references to these values in the text. Otherwise, data was coded as "neutral." A discussion of the effectiveness of a government housing subsidy program, for instance, would be coded for "effectiveness" and "formal." In most cases, an explicit reference to the positive or negative effectiveness of the program would be coded accordingly.

Data Output Matrices: number of text units coded at each intersection: Neutral Node 3 and Institutions, no gender coding

Indicators	Formal, Government	Informal	Social Groups, Associations	Family, Household
+ive effective	10	0	3	0
-ive effective	67	35	19	13
Effective neutral	115	19	47	6
+ive trust	2	0	2	1
-ive trust	60	16	12	15
Trust neutral	110	16	20	20
+ive access	7	4	1	2
-ive access	107	136	5	71
Access neutral	197	194	61	133
+ive security and safety	4	0	0	0
-ive security and safety	13	38	2	15
Safety neutral	39	55	21	86
+ive power	0	2	1	1
-ive power	8	23	6	2
Power neutral	90	67	43	21
Change	19	12	0	32
Quality	69	42	2	22
Information	39	55	16	3

Node 3 and Institutions, coded for men

Indicators	Formal, Government	Informal	Social Groups, Associations	Family, Household
+ive effective	0	0	0	0
-ive effective	3	0	0	3
Effective neutral	7	3	1	0
+ive trust	0	1	0	0
-ive trust	0	0	1	3
Trust neutral	6	1	3	3
+ive access	6	6	6	0
-ive access	3	1	0	5
Access neutral	2	16	0	9
+ive security and safety	0	0	0	0
-ive security and safety	0	0	0	4
Safety neutral	0	1	0	1
+ive power	0	0	0	0
-ive power	0	0	0	1
Power neutral	2	0	0	6
Change	0	0	0	2
Quality	12	14	8	2
Information	0	0	0	0

Node 3 and Institutions, coded for women

Indicators	Formal, Government	Informal	Social Groups, Associations	Family, Household
+ive effective	1	0	0	0
-ive effective	18	1	0	4
Effective neutral	26	10	8	1
+ive trust	0	0	0	0
-ive trust	19	1	1	6
Trust neutral	39	1	1	6
+ive access	6	7	6	2
-ive access	18	18	8	39
Access neutral	28	15	9	27
+ive security and safety	0	1	0	1
-ive security and safety	0	6	0	35
Safety neutral	20	2	1	23
+ive power	0	0	0	0
-ive power	2	1	0	4
Power neutral	23	9	2	16
Change	1	0	1	6
Quality	11	12	6	8
Information	45	0	6	5

**Sample Summary Table—A selection from a table of summarized text units
Summary: Node 3 and Institutions/Restricted for Women**

Intersection	Country	Comments	Theme
Negative effective and formal institutions	Ukraine	Official insults a woman who has too many children	Humiliation in service delivery
Formal and effectiveness	Ukraine	Shame of poverty fading ...getting used to it	
Formal and trust	Moldova	Poor feel abandoned by the authorities who once looked out for them	Trust
Informal and effectiveness	Togo	Shame at selling peanuts on the street with a university degree	Pride
Formal and effectiveness	Pakistan	Complaints as risky	Corruption and options
Formal and trust	Pakistan	Money taken from widows by officials	
Formal and effectiveness	Ukraine	Quote about the government taking away whatever it gives	Inaccessibility of social services or government or effectiveness.
Formal and effectiveness	Costa Rica	Women confront more barriers to access agricultural support services	
Formal and negative access	Moldova	Woman is unaware of the entitlements due to her for her children	
Formal and trust	Pakistan	Widows and disabled get insufficient support that's unreliable	
Formal and negative safety	India	Pregnant women not eating as much to make room for embryo	Health-care institutions/health
Family and negative access	Latvia	"Women don't complain about their health"	
Family and access	Moldova	Afraid to go to the doctor due to anticipated expense	
Informal and negative access	Kenya	Women treat most illnesses with traditional herbs	

Intersection	Country	Comments	Theme
Formal and access	Pakistan	Women can't go to hospital without a man's permission and accompaniment	
Informal and negative access	Kenya	Access to health care for female-headed households is a challenge ... mothers use credit or borrow from friends and family	
Formal and negative access	Vietnam	Women cannot afford health care they desire for themselves or their children	
Formal and safety	Zambia	Women access land through their husbands	Land
Family and access	Bangladesh	Access to land as a priority for poor women	
Family and access	Uganda	Women completely alienated from land they used to be able to access through males	
Formal and access	Guinea-Bissau	Land resources are owned by the state and women cannot inherit or have direct rights over land	

Appendix 6: Listing of Poverty Assessment Reports Analyzed for This Research

Africa and the Middle East

Country, Year, and Title	Sample	Methods
Benin 1994 Toward a Poverty Alleviation Strategy	Four urban communities and 22 villages were drawn from five regions. Poorest communities were selected based on a comparison of soils, road networks, poverty levels, and levels of food expenditures.	Group discussions with village elders, young people, handicapped, and widows; life histories of participants, semi-structured interviews, social mapping, interviews with key informants, and children's drawings.
Burkina Faso 1994 Visual Participatory Poverty Assessment (draft)	Households and villages from four regions (Toussiana, Damesma, Boureye, and Ouagadougou) were selected according to ecological and ethnic variation, community size, and accessibility. Choice was influenced by the presence of local NGOs to act as intermediaries. Up to 10 males per village were chosen to take pictures to be discussed by all. Total of 125 Burkinabe took pictures, and a much larger number were interviewed, either individually or in groups.	Visual PPA that included photography, conversations, focus groups, written interviews, and triangulation with NGOs who were active in the village.
Cameroon 1995 Diversity, Growth, and Poverty Reduction	There were 1,559 households and 150 key informants, selected across five zones. Villages were selected according to the frequency with which key informants ranked them as poor. Within the selected villages the sample was representative according to age, gender, occupation, and rural and urban zones.	Conversational interviews, focus groups, transect walks, mapping, participant observation, and case histories.
Ethiopia 1998 Participatory Poverty Assessment for Ethiopia (draft)	There were 10 sites representative of various agro-ecological zones, ethnic compositions, and livelihoods: six rural in the Oromia, Amhara, and SNPPR regions, and four urban in the Addis Ababa region. Six sites were poor, two were middle-income, and two were affluent. In urban areas the sample included those living in shantytowns or substandard dwellings whom neighborhood and village leaders considered poor. Managers and development workers in various government representatives were also interviewed.	Social mapping, wealth-ranking, livelihood analysis, trend and seasonality analysis, institutional diagrams, matrix ranking and scoring, timelines, and interviews.

Country, Year, and Title	Sample	Methods
Gabon 1997 Poverty in a Rent-Based Economy	The sample included 277 individuals and 48 focus groups of 6 to 10 people each. Various age groups were represented (55 percent women and 45 percent men).	Open-ended interviews and focus groups.
Ghana 1995a Poverty Assessment in Ghana Using Qualitative and Participatory Research Methods	There were 15 communities selected to be representative of different geographical, agro-ecological, socioeconomic zones, ethnic/cultural groupings, level of access to services and infrastructure, and level of integration with markets (including Upper East, Upper West, Western, Greater Accra, Volta, Northern, Brong Ahafo, and Central Regions).	Conversational and semi-structured interviewing, wealth-ranking, matrix ranking and scoring, institutional diagramming, seasonality diagramming, and participatory mapping.
Ghana 1995b Poverty Past, Present, and Future	Conducted over three phases; a total of 15 communities were involved. Different socioeconomic groups were selected from both rural and urban sites.	Participatory Rural Assessments techniques (PRAs), semi-structured interviews and focus groups to collect data on the community's assessments of its own needs.
Guinea-Bissau 1994 Poverty Assessment and Social Sectors Strategy Review	Synthesis of recent studies and reports by the World Bank and other institutions, also informed by the Guinea-Bissau 1991 Household Income and Expenditure Survey.	Desk review, and case studies of poor households by a local sociologist.
Kenya 1996 Learning from the Poor: A Participatory Poverty Assessment in Kenya	Five communities were randomly selected in each of seven of the poorest rural districts and one low-income urban area. Total sample was 3,500, including interviews with 15 households ranked poor or very poor from each community. In addition, 150 female-headed households from two Nairobi slums were interviewed.	Mapping, wealth-ranking, seasonal analysis, trend and price analysis, focus group discussions, key informant interviews, problem identification, gender analysis, household and school questionnaires.
Kenya 1997 Coping Without Coping: What Poor People Say About Poverty in Kenya	Ten study sites were selected across agro-ecological zones in each of seven districts (Kajiado, Kisumu, Makueni, Mombasa, Nakuru, Nyeri, and Taita Taveta). Mombasa was the only urban area included.	Open-ended research techniques, including social mapping, Venn diagram and three-pile sorting, focus group discussions, interviews, gender analyses, and case studies.

Country, Year, and Title	Sample	Methods
Madagascar 1994 Participatory Poverty Assessment: Synthesis Report	Four regions selected (Tulear, Antananarivo, Soavinamdriana, and Sambave and Brickaville) to represent different agro-ecological zones, levels of income, and modes of livelihood. There were 2,582 poor households involved in focus groups or one-on-one interviews. In addition, approximately 100 interviews were conducted with community leaders, service providers, and government officials.	Structured conversational interviews, focus group interviews with locals, participant observation, and institutional appraisal.
Madagascar 1996 Poverty Assessment	Same as above.	Same as above.
Mali 1992 Qualitative Study on the Demand for Education in Rural Mali	There were 12 villages in four different regions, chosen according to their levels of demand for education, measured by average enrollment ratios.	Participant observation and interviews, open-ended conversations with a random sample.
Mali 1993 Assessment of Living Conditions	The study took place in Kayes, Sikasso, and Mopti (as an RRA) and in Bamako (as a Beneficiary Assessment).	Beneficiary Assessment, semi-structured interviews, participatory exercises, and children's drawings.
Niger 1996 Poverty Assessment: A Resilient People in a Harsh Environment	Rural and urban areas and the poorest sections of the capital city, Niamey. In-depth interviews with approximately 100 people including married women, young unmarried women, the unemployed, students, street children, groups of beggars, cooperatives of the disabled, a neighborhood patrol, a savings group, women engaged in petty trade, and migrants. Approximately 200 people were interviewed in urban areas, plus approximately 190 villagers, either individually or in focus groups, from 12 villages in three rural areas.	Informal interviews, open-ended questionnaires, participatory tools, and discussion groups.

Country, Year, and Title	Sample	Methods
Nigeria 1995 Participatory Poverty Assessment	Interviews with the poorest individuals and households within certain communities in 10 states (Akwa Ibom, Benue, Cross River, Kaduna, Kwara, Lagos, Ondo, Osun, Oyo, and Sokoto)—37 urban areas and 58 rural areas. Local leaders helped researchers identify and contact the poorest groups.	In-depth interviews and focus group discussions covering seven topics, surveys, field observation, case studies, and secondary review.
Nigeria 1996 Poverty in the Midst of Plenty: The Challenge of Growth with Inclusion	Over 2,000 people in 95 communities from 45 LGAs, based on the proportion of poor people they contained. Sample included sites in Oyo, Benne, and Osun States, selected by 14 teams of experienced Nigerian researchers with help from state and local government leaders.	Individual and group discussions, interviews with government leaders.
Nigeria 1997 Hard Lessons: Primary Schools, Community, and Social Capital in Nigeria	There were 18 local government education leaders, 540 parents, and 180 pupils sampled purposively to represent the main ecological and sociolinguistic categories in 54 schools selected from six zones.	Semi-structured interviews, focus groups, participant observation, brief questionnaires, and documentary analysis.
Rwanda 1998 Etude Participative Sur L'Evolution de la Pauvreté au Rwanda	There were 12 areas of 12 municipalities in 9 prefectures selected according to 11 criteria (agro-ecological zone, socioeconomic level, economic potential, rural, urban, migration, effects of the war, population density, access to services, roads, and types of employment).	Social mapping, wealth-ranking, matrices, transects, Venn diagrams, impact trees, chapatti diagrams, focus group discussions, home visits, and secondary data.
Senegal 1995 An Assessment of Living Conditions	The material in this report is based on the findings of a mission to Senegal led by the World Bank. Additional information comes from the first household Priority Survey that was completed in 1993.	A household survey, desk review, and key informant interviews.
South Africa 1998 Experience and Perceptions of Poverty in South Africa	There were approximately 1,400 respondents in 25 communities (10 of which were in KwaZulu-Natal, 7 in Eastern Cape, and 4 in Northern Province). These are the poorest provinces in South Africa, excluding Gauteng and the Free State.	This study used PRA methods in 17 of the communities. Elsewhere, this study used combinations of participant observation, focus group discussions, conversational and semi-structured interviewing, literature review, and workshops.

Country, Year, and Title	Sample	Methods
Swaziland 1997 Swaziland: Poverty Assessment by the Poor	There were 63 communities in four agro-ecological regions, involving more than 600 households, 100 focus groups, and 100 key informants. The site selection was based on the ecological zones rather than social formations, and actual sites were thus chosen based on the land tenure system.	Focus groups and semi-structured interviews, social mapping, trend analysis, wealth-ranking, preference ranking of sources of finance, institutional diagrams, and gender analysis.
Tanzania 1997 Voices of the Poor: Poverty and Social Capital in Tanzania	More than 6,000 participants in 87 villages were chosen to be nationally representative of rural areas spread throughout the country. Fifteen households from each village were selected for a household survey—households that had also contributed to the national agricultural survey. In addition, researchers convened groups for discussion.	This study used two participatory methods: PRA and SARAR. Tools included mappings, wealth-ranking, seasonal analysis, price analysis, Venn diagrams, problem identification, gender analysis, key informant interviews, household surveys, and District-level workshops.
Togo 1996 Overcoming the Crisis, Overcoming Poverty: A World Bank Poverty Assessment	The sample included individuals and households from rural communities and urban neighborhoods. The sample comprised 40 villages covering five regions and urban neighborhoods in Lomé.	Semi-structured interviews; issues covered include: problem hierarchies, perceived solutions, survival strategies, and life histories.
Tunisia 1995 Poverty Alleviation: Preserving Progress while Preparing for the Future	The poverty assessment prepared in 1995 was based on the 1990 National Household Survey. The sample size was 7,734.	The primary methodological tool in this report is the survey.
Uganda 1998 Desk Review of Participatory Approaches to Assess Poverty in Uganda	The report was based on a desk review of 56 studies that have used participatory approaches of data collection to assess poverty in Uganda.	The reports used for the study used approaches including PRA, RRA, household surveys, and secondary documented information sources.
Uganda 1999 Participatory Poverty Assessment: Poor People's Perspectives	Twenty-four rural and 12 urban sites in nine of the most disadvantaged districts were purposively selected in order to capture the multiple facets of poverty in Uganda. In each district at least one urban and up to three rural communities were chosen.	PRA methods, including focus group discussions, case studies, and key informant interviews.

Country, Year, and Title	Sample	Methods
Yemen, Republic of 1998 **Republic of Yemen Civil Service Modernization Program: Social and Institutional Assessment**	Respondents were from six ministries in five governorates (Sana'a Capital and governorate, Taiz, Aden, and Lahej). Sixteen focus group discussions were held, including 110 respondents (67 men and 43 women); there were also 78 in-depth interviews. An attitudinal Survey of Civil Servants was carried out for a stratified sample of 403 respondents (71 percent male and 29 percent female).	Survey instruments (with both closed and open-ended questions), focus group discussions, and direct observation.
Yemen, Republic of 1999 **Yemen Child Development Project: Social Assessment**	The study sample included 12 village clusters and six districts in two Northern governorates. The villages involved are among the most geographically isolated and are severely lacking in social services and infrastructure.	Project stakeholders were asked to discuss their problems and coping strategies, and to suggest solutions to several pertinent issues, such as health, female education, and water and sanitation.
Zambia 1994 **Poverty Assessment**	The study was based on six rural and four urban areas, each comprising at least one and often several rural villages, urban slums, or shanty compounds. Sites were selected to represent different livelihoods, cultural/ethnic groups, agro-ecological zones, access to infrastructure and services, and integration with markets.	Unstructured or semi-structured interviews, focus group discussions, mapping, time lines, wealth-ranking, seasonal calendars, and livelihood analysis.
Zambia 1997 **Listening to Farmers: Participatory Assessment of Policy Reform in Zambia's Agricultural Sector**	There were 10 low-income communities selected across regions to represent different livelihoods, ethnic groups, agro-ecological zones, levels of access to infrastructure, and levels of integration with markets.	Conversational interviewing, focus group discussions, case studies, and participant observation.

Eastern Europe and the Former Soviet Union

Country, Year, and Title	Sample	Methods
Armenia 1995 A Qualitative Assessment of the Living Standards of the Armenian Population	There were approximately 700 poor and medium-income households (the majority were poor); there were also interviews with key informants such as village, district, and city officials; medical personnel; psychologists; teachers; and NGOs. The six districts were considered to be moderately poor to poor (Akhurian and Spitak, Tashir, Vardenis, Vaik, Goris, and Yerevan).	Semi-structured interviews, focus groups, street conversations and spontaneous street meetings, and direct observation.
Armenia 1996 Social Assessment Report on the Education and Health Sectors in Armenia	Three urban and four rural sites were chosen to represent various differences around the country, including Yerevan, Gumri, Sisian Town in urban zones, and Lusarpiur (Shirak Region), Darbas (Sunik Region), Lor (Sunik Region), and Shahap (Ararat Region) in rural zones. Qualitative research involved 12 focus groups of users, plus open-ended interviews with users and service providers.	Quantitative and qualitative research, including focus groups, open-ended interviews, and observation.
Armenia 1999 Children's De-Institutionalization Initiative: Beneficiary Assessment of Children in Institutions	The study was based on two boarding schools, including one for the mentally ill. Within each school target groups were organized to include 60 families, 52 children, nine ex-boarders, and various service providers, institutional staff, and members of the general community.	Qualitative open-ended, one-on-one interviews and focus groups with families, key informants, and other groups in society identified as relevant to the study.
Azerbaijan 1997 Poverty Assessment	There were community assessments in 91 communities (25 cities, 5 towns, and 61 villages) and a Social Assessment involving 140 poor or vulnerable respondents (pensioners, internally displaced persons, students, unemployed, educational or medical workers, and agricultural workers).	Semi-structured focus groups of five to eight respondents lasting 1.5 to 2 hours, and also community surveys. Done in tandem with a 1995 national household survey.
Georgia 1997 Poverty in Georgia: The Social Dimensions of Transition	The study was based on 600 households, chosen on the basis of poverty and vulnerability, in nine regions, including various ecological zones, agricultural conditions, urban and rural settings, ethnic communities, and population groups. There were also interviews with local officials, doctors, teachers, and other members of the community.	Observation, informal discussions, and interviews.

Country, Year, and Title	Sample	Methods
Kyrgyz Republic 1998 Update on Poverty in the Kyrgyz Republic	The study was based on 1,950 house-holds across urban and rural regions in northern and southern sectors of the country (information from household and community questionnaires under the Kyrgyz Poverty Monitoring Survey [KPMS], carried out by the National Statistical Committee in the fall of 1996).	Household and community questionnaires.
Latvia 1997 Report on the Qualitative Analysis Research into the Living Standards of Inhabitants in Aluksne District	The study was based on fewer than 100 in-depth interviews with poor families in the Aluksne district and the urban Livani region. Participants were selected across age, gender, and professional and employment experience.	Surveys and interviews about the conditions facing families and surrounding areas on livelihoods, social assistance programs, education, health, and food issues.
Latvia 1998 Listening to the Poor: A Social Assessment of Poverty in Latvia	The study was based on semi-struc-tured interviews with 400 households and 20 local experts. Purposive sam-pling ensured that different geograph-ic, economic, and cultural regions were included, as well as household types most likely to be poor.	Qualitative data collected through semi-structured in-terviews.
Macedonia 1998 Qualitative Analysis of the Living Standard of the Population of the Republic of Macedonia	The study was based on 400 poor households reflecting the urban-rural distribution of the country. There were 100 households from each of four re-gions; 200 were under the poverty line, the other 200 were randomly selected.	Questionnaires and semi-structured interviews.
Moldova 1997 Poverty in Moldova: The Social Dimensions of Transition	The study was based on 200 poor in-dividuals and households from six dis-tricts, selected to include a range of ages, occupations, and household types.	Qualitative open-ended in-terviews and careful observa-tion of those interviewed.
Ukraine 1996 Ethnographic Study of Poverty in Ukraine	The study was based on 500 poor households selected across five urban and rural regions (Donetsk, Crimea, Kiev, Kharkiv, and Ivano-Frankivsk Oblasts). In all regions except the Crimea 50 interviews were conducted in the largest city, and 50 in the villages. About 28 percent of respondents were male and 72 percent were female	Observation and semi-struc-tured interviews.

Country, Year, and Title	Sample	Methods
Cambodia 1998 The Social Impacts of the Creeping Crisis in Cambodia: Perceptions of Poor Communities	Rapid field research undertaken in April–May 1998 in Phnom Penh and the provinces of Battambang, Siem Reap, Kompong Cham, and Kandal. Community groups, NGOs, and government officials were interviewed individually and in groups.	Semi-structured interviews, focus group discussions, observation during field visits, and a range of participatory techniques.
China 1997 Anning Valley Agricultural Development Project: Summary of a Social Assessment (Annex 10)	This project area involved a total of 15 county-level administrative units and 615,580 households.	Survey techniques.
Indonesia 1998 Village Governments and Their Communities: Allies or Adversaries	The study was based on 1,200 households in 48 villages in three provinces (Jambi, Central Java, and Nusa Tenggara Timur). Interviews were conducted in each village with 25 households randomly selected; discussions were held with village officials, and project sites were visited.	Household survey, observation, key informant interviews, and discussion groups.
Indonesia 1999 Local Capacity and Its Implications for Development: The Case of Indonesia. A Preliminary Report: Local Level Institutions Study	Same as above.	Same as above.
Philippines 1999 Mindanao Rural Development Project Social Assessment: Key Findings for Cotabato and Sultan Kudarat	The study was based on 2,000 community residents from 90 Barangays randomly selected after clustering based on agro-ecological zones. There were 1,350 households participating in the survey and 120 focus group discussion in 60 Barangays.	Household survey and focus group discussions.

Country, Year, and Title	Sample	Methods
Thailand 1998 Social Aspects of the Crisis: Perceptions of Poor Communities in Thailand	Six focus groups (Labor and Slums NGO Networks; Women, Children, and AIDS NGO Networks; Slum dwellers of Teparak Terminus, Khon Kaen, NE Province; Government extension departments; Handicapped NGO Networks; and Slum Dwellers in Bangkok); and in-depth interviews with four NGOs, three communities, four associations, two academic institutions, three donors, the chamber of commerce, and the government.	Focus groups, rapid assessment techniques, and participatory exercises.
Vietnam 1996 Social Issues	Undertaken to explore the consequences of establishing protected areas. There were 13 villages selected in the provinces of Dong Nai, Lam Dong, and Song Be, based on their vicinity to parks and reserves and their different ethnic composition.	Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) methods; interviews with farmers, key informants, commune and district staff; and workshops.
Vietnam 1999a Ha Tinh Participatory Poverty Assessment (draft)	The study was based on 302 households in 13 villages in six districts. One commune from each district was randomly selected, and the richest and the poorest villages from each commune were then chosen (the ranking was carried out by commune leaders).	Household discussions and exercises, group discussions, separate and combined meetings with men and women.
Vietnam 1999b Pilot Participatory Poverty Assessment: Ho Chi Minh City-District 11, Wards 5 and 7	The study was based on 120 households from two specified residential quarters (out of four) in District 11, an urban area three kilometers west of Ho Chi Minh City's center. There were 15 poor households, and three to five "rich" households selected for interview in each of eight clusters. A group of six to eight children were also interviewed in each cluster, and 37 interviews were held with separate groups of local leaders, men, women, and children in the same districts. In total, there were approximately 160 interviews.	Semi-structured interviewing, focus groups, observation, and key informant interviews.

Latin America and the Caribbean

Country, Year, and Title	Sample	Methods
Brazil 1995 A Poverty Assessment	The report was based on 17 background papers and the 1990 national household income survey (PNAD), conducted by Fundação Instituto Brasileiro de Geográfica e Estatística (IBGE).	Beneficiary Assessment and data from the PNAD, plus background papers involving a variety of quantitative, qualitative, and participatory techniques.
Costa Rica 1997 Identifying the Social Needs of the Poor: An Update	The study was based on 262 households in selected urban areas (Sarapiqui), rural areas, and secondary cities (Buenos Aires and Puntarenas) and the Central Valley (Guarco and Cartago and Rincón Grande de Pavas). Local community leaders, NGO leaders, and service providers were also interviewed.	Interviews with individuals and groups (elders' councils, women's organizations, and local committees); focus group discussions, and unstructured interviews with teachers; local government, health and education personnel; NGOs; extension agents.
Ecuador 1996a Rural Poverty in Ecuador—A Qualitative Assessment	The Rural Qualitative Assessment was undertaken in seven small rural communities: four in the Sierra (Chimborazo and Cotopaxi provinces), two in the Costa (Manabi) and one in the Oriente (Napo). All communities were located in cantons classified as very poor in the Poverty Map of the Consejo Nacional de Desarrollo. The sample is not representative at a national or regional level, but there is reasonable certainty that the characteristics of selected households reflect those at the community level. There were a total of 176 interviews, in addition to focus groups, of which 92 were with women, 84 with men.	Four methodologies were used: (1) key informant interviews with community leaders (such as teachers and physicians); (2) semi-structured household interviews with men and women, following a thematic guide; (3) focus groups that separated men and women; and (4) direct observation.
Ecuador 1996b Poverty Report	Quantitative data was based on the 1994 Ecuador Living Standard Measurement (LSMS) that included 1,374 rural households. The data was also informed by 10 working papers, some of which reflected qualitative work. One study was conducted in Cisne Dos, a low-income neighborhood in Guayaquil. Another study reflected the view of poverty in seven poor rural communities in the Andean highlands, the Costa, and the Amazon jungle.	Key informant interviews with community leaders, semi-structured household-level interviews with men and women, focus groups, and direct observation. A Rural Qualitative Assessment (RQA) was used for the study in seven poor rural communities.

Country, Year, and Title	Sample	Methods
El Salvador 1995 Social Assessment: El Salvador Basic Education Modernization Project	There were 24 focus groups: eight with teachers in urban areas, four with teachers in rural areas, eight with parents in urban areas, and four with parents in rural areas. A case study of one school was conducted in Chalchuapa, and in-depth interviews were conducted with the government, school staff, NGOs, and donors.	Institutional assessment, community participation, focus group discussions, in-depth interviews, and a case study of an EDUCO school.
El Salvador 1997 Stakeholder Consultation and Analysis: Second Phase of the Social Assessment for the El Salvador EDUCO Program and the Basic Education Modernization Project	There were 56 randomly chosen public schools in El Salvador: four from each department—half rural and half urban. Structured interviews were held with 281 randomly chosen parents, 57 teachers (30 rural, 27 urban); there were six focus groups of 36 public school children (selected by their teachers); there were interviews with eight boys from an all-male, religious, semi-private urban school, and there were interviews with 13 school dropouts under 15 years old.	Questionnaire-led structured interviews, open-ended interviews, and focus group discussions.
Guatemala 1993 Guatemala Qualitative and Participatory Poverty Study, Phases I and II	The study was based on 447 families living in the poorest marginal urban areas, rural villages, and hamlets within a given municipality in three regions, and identified by others as poor. In addition, researchers interviewed institutional personnel and other individuals who were knowledgeable about the poverty groups under investigation.	Interviews using a thematic guide for case studies. Interviews were conducted with family units, talking with as many family members as possible to obtain varied perceptions.
Guatemala 1994a Interim Evaluation Report: Guatemala Qualitative and Participatory Poverty Study, Phase II	The study was based on 223 interviews with individuals, families, institutional personnel, and local leaders. Other community members identified the individuals and families as among the poorest in each place. These interviews lasted three hours each; interviews with key informants lasted an average of five hours each. About 49 percent of those interviewed were chosen from marginal urban areas, and 51 percent from poor rural areas. There were 22 focus group discussions conducted, mostly with local government leaders.	Conversational interviews that followed a thematic guide, meetings, focus groups, and larger forums.

Country, Year, and Title	Sample	Methods
Guatemala 1994b La Pobreza: Un Enfoque Participativo—El Caso de Guatemala	The study was based on 627 interviews with families in eight regions, using the Poverty Map of Guatemala (1993) to select the poorest municipalities. Focus groups and interviews were held in the municipal capital; in addition, key informants identified the poorest two settlements, where further interviews were carried out. Other communities were also visited, and the poorest persons in them were interviewed. Interviews were also conducted with key informants, such as government authorities, poor persons, nurses, schoolteachers, ministers, and community leaders.	Conversational interviews, focus groups, and controlled observation.
Guatemala 1997a Social Assessment for the Guatemala Reconstruction and Local Development Project	The study was based on key informants representing eight municipalities: five in San Marcos and three in Huehuetenango. Consultations included representatives chosen by the communities. In total, 760 persons participated in 8 workshops; there were 96 focus group discussions, 24 general assemblies, 8 focus groups with the Mayor and Municipal Corporation, 32 interviews with government agencies, and 48 interviews with NGOs, cooperatives, and community organizations.	Workshops with semi-structured group, consultations with 20 to 25 representatives, including two to three from each village. Also a complete range of PRA exercises with focus groups at three levels, the largest being the municipal.
Guatemala 1997b Perfil de los Pueblos Indígenos de Guatemala (FONAPAZ)	The study included a large historical analysis of indigenous marginalization in Guatemala, using data from interviews with community leaders, village elders, and indigenous leaders to obtain information on the current state of the indigenous people.	Conversational interviews with community leaders, village elders, and indigenous leaders; survey participation; and meetings including focus groups and larger forums.
Jamaica 1997 Urban Poverty and Violence in Jamaica	The study was based on five urban communities that are broadly representative of Jamaica's poor urban areas. The study included focus groups of different types (older men, men in a football club, youths, women), as well as semi-structured interviews.	Participatory Urban Appraisal (PUA) methodology.

Latin America and the Caribbean

Country, Year, and Title	Sample	Methods
Mexico 1995 The People's Voice: Mexico—Participatory Poverty Assessment	The study was based on 722 persons, divided roughly equally by gender and region, from towns or neighborhoods in Ciudad Juarez, Zacatecas, Mexico City and its surrounding areas, and Oaxaca, selected as representative of the places where large concentrations of the poor live. There were also 47 key persons (teachers, health workers, community leaders, and government officials) interviewed. There were several focus groups, collective interviews, and three to five case studies in each region.	Conversational one-on-one interviews, collective interviews, case studies, and focus groups.
Nicaragua 1998 Nicaragua's Experiment to Decentralize Schools: Views of Parents, Teachers and Directors	The study was based on 12 primary and secondary schools. At each there was a 60–90 minute interview with the entire council, supplemented by focus groups of three to five teachers or parents and interviewers with professional staff and school directors. A total of 82 interview sessions (individual or group) were conducted.	Interviews and focus groups with teachers, directors, and parents lasting two to three days in each school.
Panama 1998 Community Organization, Values, and Social Capital in Panama	Quantitative data from the Living Standards Measurement Survey (LSMS) were collected in 1997, and qualitative information from focus groups. A composite Social Capital Index was constructed, on the basis of which 16 focus groups were selected: four with low social capital, one with medium social capital, and 11 with high social capital. There were 244 people participating in these focus groups, of whom 107 were indigenous.	Community questionnaires, statistical analysis, and focus groups.
Venezuela 1998 Evaluación Social del Proyecto Promueba, Caracas, Venezuela	The study was based on 2,312 households selected across various regions, plus interviews with 20 key informants and community leaders (priests, teachers, businessmen, and NGO workers) in the three Universidades de Planificación Físca (UPFs). There were also 16 focus groups organized, of four types: community leaders, women, men, and mixed, for structured discussions.	Household interviews, focus groups, and interviews with key informants.

Country, Year, and Title	Sample	Methods
Bangladesh 1996 UNDP's 1996 Report on Human Development in Bangladesh: A Pro-Poor Agenda—Poor People's Perspectives	Eight rural communities and two urban slum areas were chosen to represent the range of community-level economic impoverishment. A total of 3,385 persons participated in 159 PRA discussions, which involved 58 urban villages and 22 slum areas.	Time lines, oral histories, a seasonal calendar, problem scoring, institution ranking, and so on. Women and men were sometimes interviewed together and sometimes separately. Results were triangulated.
India 1997a Report on Social Assessment for the District Poverty Initiatives Project: Baran District	The sample comprised 36 villages in two tehsils, based on criteria such as the number of families living below the poverty line, literacy rates, and access to roads.	Small and large group discussions, informal interviews with specific groups, wealth-ranking, seasonal analysis, social and resource mapping, gender analysis, case studies, and workshop meetings.
India 1997b A Report on Findings of Fieldwork (DPIP) in Todaraisingh and Uniara Blocks of Tonk District	Thirty-three of the poorest villages from the two blocks in the Tonk District were purposively selected for field inquiry. The sample then stratified villages by size and individuals by wealth and leadership position. Ten of the poorest families were randomly selected for a detailed inquiry in each village, and eight other poor groups were given special attention.	A multi-method approach that included focus groups and structured personal interviews.
India 1997c District Poverty Initiatives Project: Strategy and Investment Plan for Poverty Alleviation in Adilabad	Out of a total of 52 mandals, 20 of the most backward were chosen (16 in the forest and dry zone, two in the mineral zone, and two in the irrigation zone). One village from each mandal was selected, and households within the 20 chosen villages were ranked (with the help of local leaders) according to infrastructure, family size and composition, assets, social status, cropping pattern, and housing condition. Ten percent of the households ranked poorest were randomly selected for the study.	Interviews with key informants, focus groups, community interviews, direct observation by researchers, and a formal survey of selected households.
India 1997d Draft Fieldwork Report: Raisen District	Four districts and nine blocks were covered during the course of study. In the first phase, a total of 1,685 households in 183 villages were sampled. In the second, qualitative phase the least developed villages were selected for study.	Quantitative household surveys, and PRA techniques such as resource mapping, Venn diagrams, transect walks, mapping, and focus group discussions.

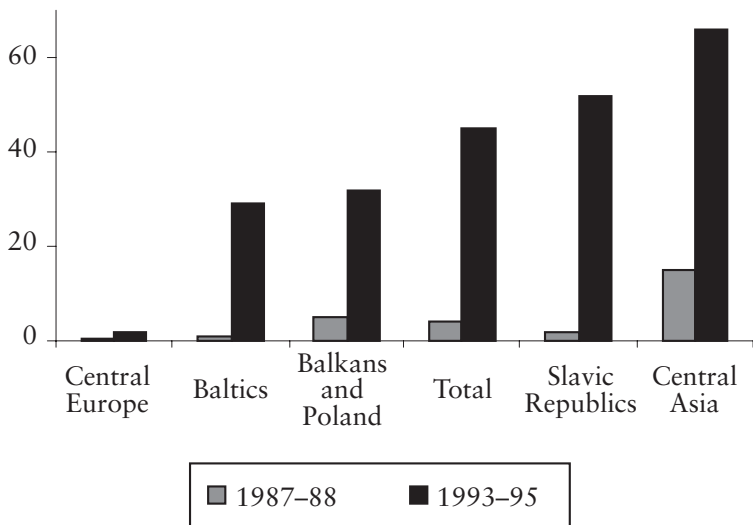| Country, Year, and Title	Sample	Methods
India 1997e Draft Fieldwork Report: Sagar District	Four districts and nine blocks were covered during the course of this study. Across the nine blocks selected a total of 95 Gram panchayats were identified. In Phase II, 44 representative gram panchayats were subject to qualitative and participatory analysis.	Participants were identified to be representative of a population that is considered the poorest of the poor.
India 1998a Participatory Poverty Profile Study: Bolangir District, Orissa	The study was based on 29 villages, spread across the Bolangir district. The study used a combination of random and purposive sampling models based on characteristics such as skewed land distribution and lack of work.	Social mapping, rural mapping, matrix scoring or ranking, trends analysis, semi-structured interviewing, focus group discussion, and Venn diagrams.
India 1998b Social Assessment Field Report: Guna District Main Report (Madhya Pradesh)	Poor or very poor communities and villages were selected based on the occupation and caste of the community members. The number of households selected in each village varied from 40 to 200.	PRA tools such as focus group discussions, key respondent interviews, transect walks, occupational calendars, timeline, key informants, and wealth-ranking.
India 1998c Social Assessment Fieldwork Report: Rajgarh District Main Report	The study was based on members of poor households and marginal communities within chosen villages in "pockets of poverty" located in Rajgarh, Khilchipur, Jirapur, and Biaora blocks. The site selection was based on criteria enumerated in the Desk Review of District Poverty.	PRA tools including transect walks, village mapping, wealth-ranking, occupational calendars, timelines, focus group discussions, and key respondent discussions.
India 1998d Social Assessment Fieldwork Report: Shivpuri District Main Report	The study was based on members of poor households and marginal communities within selected villages in the major "pockets of poverty" located in Pohri, Kolaeas, Shivpuri, and Pichhore blocks. Site selection was based on criteria enumerated in the Desk Review of District Poverty.	PRA tools such as transect walks, village mapping, wealth-ranking, occupational calendars, timelines, focus group discussions, and key respondent discussions.
India 1998e Poverty in Rural India: The Contribution of Qualitative Research in Policy Analysis	The qualitative instruments were applied and developed in 30 villages in eastern Uttar Pradesh and north and central Bihar. Each village was visited for a period of one week by a four- to eight-person research team. A series of research instruments was developed to capture the views of a wide range of villagers—poor, middle-income, well-off, male, and female.	Qualitative exercises included a wealth-ranking exercise, a social mapping exercise, a social capital inventory, discussions of availability, quality and usage of government programs and services, household case history interviews, and a women's roles/gender issues exercise.

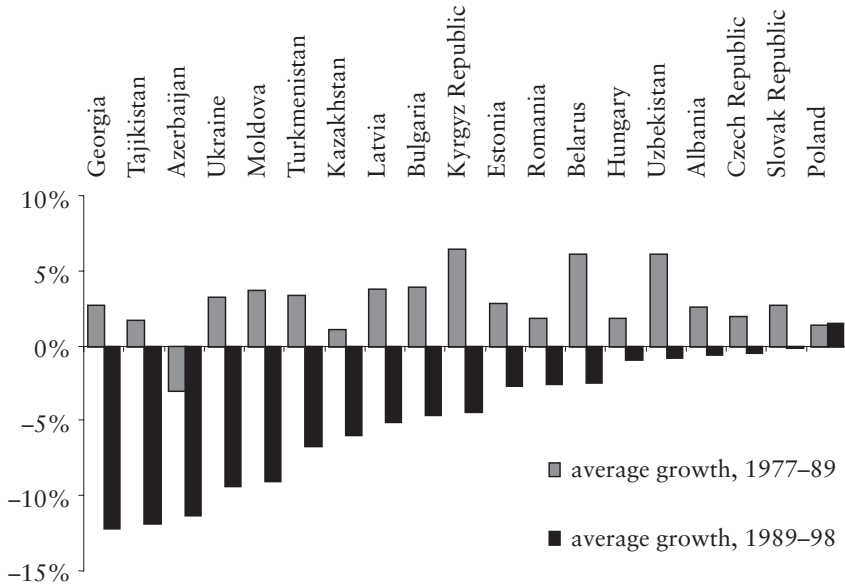| Country, Year, and Title	Sample	Methods
Nepal 1999 Country Report: Nepal	Poor men, poor women, poor youth, lower caste, Kamaiya (bonded labor), and helpless people were the participants in the dialogues in five sites. There were 14 to 27 poor people taking part in the dialogues conducted at various places.	Qualitative open-ended participatory PRA methods, using the Methodology Guide for the Consultations with the Poor study.
Pakistan 1993 Social Safety Nets and Social Networks: Their Role in Poverty Alleviation in Pakistan	The study was based on 10 micro-studies of villages and urban settlements in eight districts of Sindh and Punjab. The districts were in the most poverty-intense zones, and show a range of different ethnic, agro-ecological, cultural, and production systems.	Interviews and discussions, PRA tools, and focus groups. Interviews were also held with government officials, NGOs, and research organizations.
Pakistan 1996 Pakistan Poverty Assessment: Human Resources Development—A Social Analysis of Constraints	Households were chosen on the basis of their low-income status and the presence of a woman of child-bearing age and school-age children of both sexes. Members of the Pakistan Federal Bureau of Statistics (FBS) identified low-income houses by noting the appearance of the house, or else they were identified by local members of the community. A total of 101 parents participated.	Interviews and focus groups with families, teachers, health workers, and family planning providers, separated by gender but not by caste.

Appendix 7: Tables and Figures

Figure 2.1 Poverty Headcount in Transition Regions

Percentage of population

Note: See note for figure 2.2.

Figure 2.2 Average GDP Growth: Transition Economies 1977–98

Note: Figures 2.1 and 2.2 illustrate the increasing level of poverty and decreasing economic growth in transition economies in the past 10 years. The poverty headcount, or the proportion of poor people, in these countries has increased dramatically between 1987–88 and 1993–95. These countries have also regressed in growth rates: the average GDP growth in transition economies has reversed from a positive trend to a negative trend over the past 10 years. Together, figures 2.1 and 2.2 illustrate a downward trend in living standards and overall economic well-being.
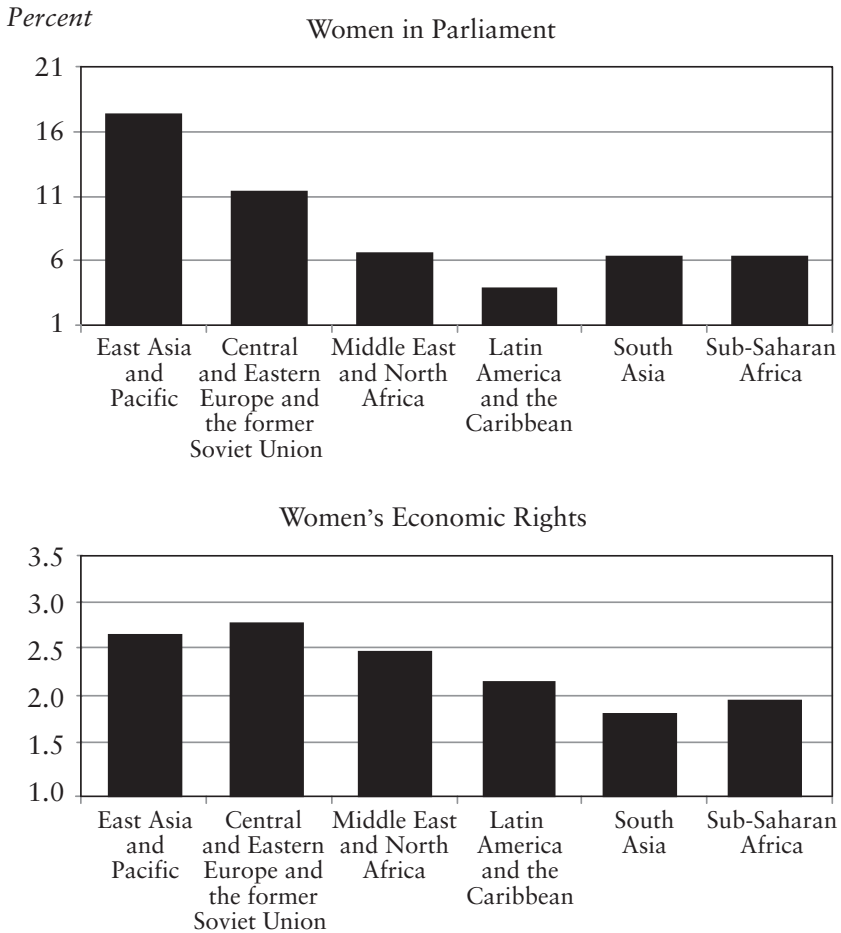
Source: Milanovic 1998.

Table 3.1 Indicators of Corruption, Security of Property Rights, and the Existence of Law and Order

Country	Corruption (0–10, 0=entirely corrupt)	Property rights and governance (1–6, 1= unsatisfactory)	Law and order (0–6, 0=no law and order)
Cameroon	1.4	3.0	3.0
Niger	1.9	1.0	3.0
Ecuador	2.3	2.5	4.0
Kenya	2.5	2.0	4.0
Uganda	2.6	3.5	4.0
Latvia	2.7	4.0	
Pakistan	2.7	3.0	3.0
Ukraine	2.8	2.0	
India	2.9	3.5	4.0
Thailand	3.0	3.5	5.0
Nicaragua	3.0	2.0	4.0
Guatemala	3.1	2.0	2.0
Ghana	3.3	3.5	3.0
Senegal	3.3	3.0	3.0
Mexico	3.3	3.0	3.0
China	3.5	3.0	5.0
El Salvador	3.6	3.0	3.0
Jamaica	3.8	4.0	3.0
Brazil	4.0	3.0	2.0
Tunisia	5.0	4.5	5.0
South Africa	5.2	4.0	2.0
Costa Rica	5.6	5.0	4.0

Note: This table indicates the prevalence of corruption, secure property rights, and legitimacy and order in various nations covered by this review. Corruption is measured from 0–10, with a score of 0 indicating the greatest level of corruption relative to other countries. Cameroon is shown to be relatively the most corrupt, and Costa Rica the least. Property rights and governance are measured from 1–6, with a score of 1 representing the least satisfactory level of secure property rights and governance matters within a nation. Niger is indicated to be the least satisfactory of all in this regard, and Costa Rica the most. The prevalence of law and order is measured from 0–6, with 0 indicating the least (or no) prevalence of law and order. Brazil and Guatemala are shown to have the least prevalence, while Thailand, China, and Tunisia have the greatest.

Source: World Bank, *World Development Indicators 1998;* World Bank, *International Country Risk Guide Database.*

Figure 5.3 Women's Political Representation and Economic Rights

Percent

Women in Parliament

Women's Economic Rights

Note: Figures 5.3 and 5.4 illustrate the gender disparity of human capital accumulation, political representation, and economic rights. Figure 5.3 illustrates women's political representation, indicated by the proportion of seats occupied by women in the lower and upper chambers of Parliament, and their economic rights. Women in East Asia and Pacific enjoy the greatest level of political representation relative to the other regions. Women's economic rights illustrate whether women and men are entitled to equal pay for equal work, measured on a 1–4 scale. Women in Central and Eastern Europe and the former Soviet Union enjoy the greatest economic rights relative to other regions. Figure 5.4 illustrates the difference between men and women in educational attainment levels across regions; consistently, more men than women attain secondary education. In East Asia and Pacific and Central and Eastern Europe and the former Soviet Union this difference is nearly 15 percent; 20–30 percent of women attain secondary education, while 35–45 percent of men attain secondary education.

Source: Dollar and Gatti 1995.

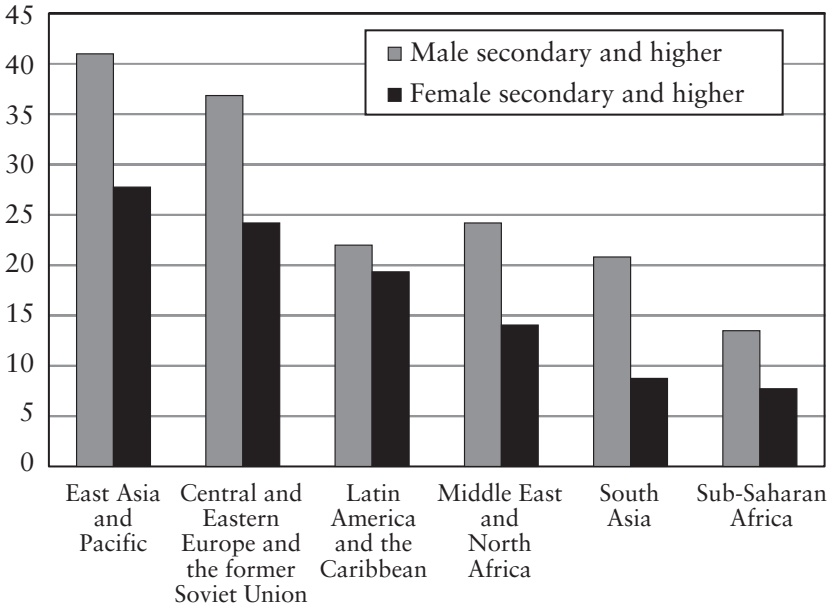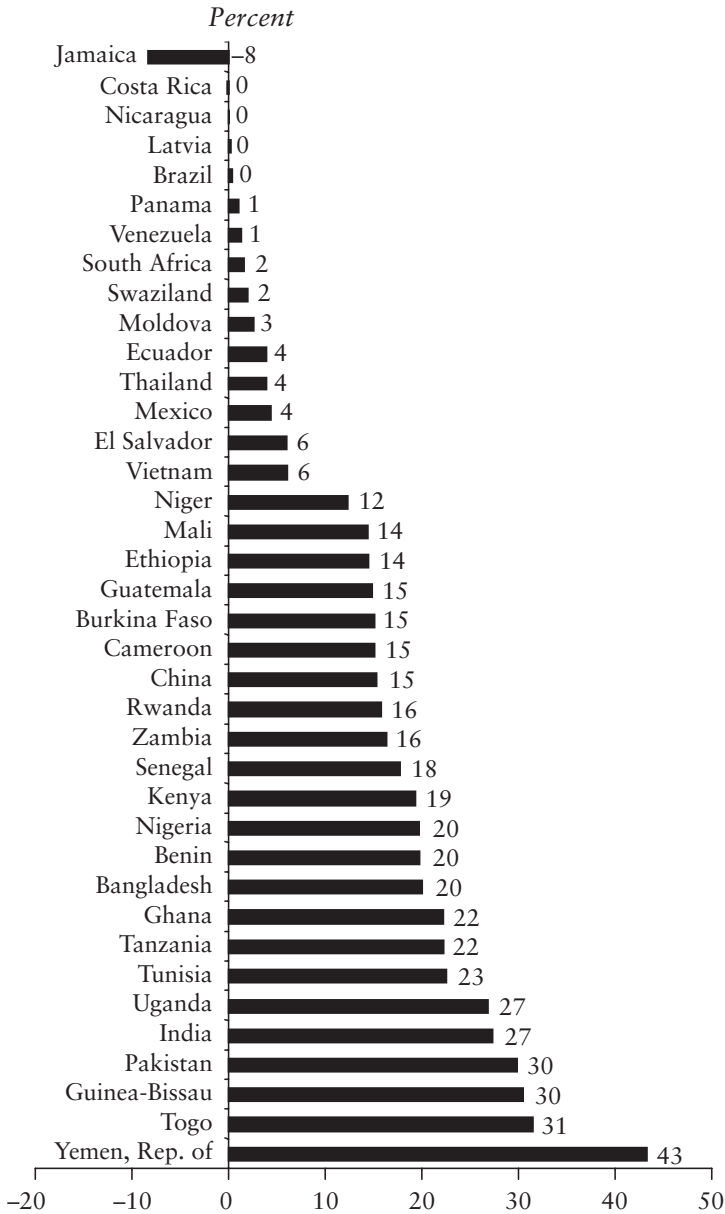**Figure 5.4 Educational Attainment: Secondary and Higher by Region**

Percent

Figure 5.5 Difference in Male and Female Illiteracy Rates 1997

Percent

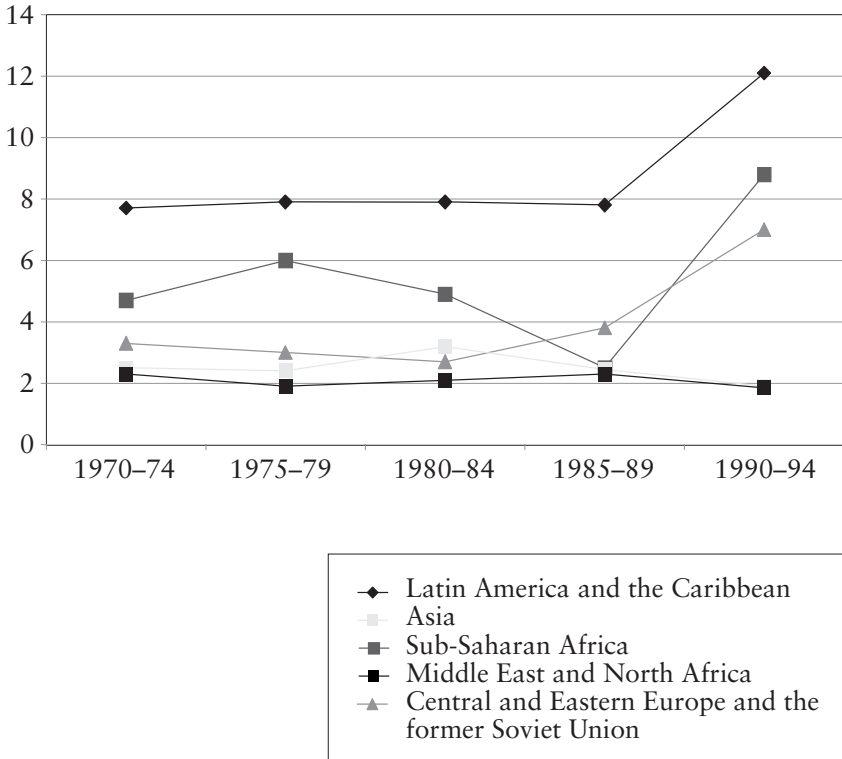| Country	Value
Jamaica	−8
Costa Rica	0
Nicaragua	0
Latvia	0
Brazil	0
Panama	1
Venezuela	1
South Africa	2
Swaziland	2
Moldova	3
Ecuador	4
Thailand	4
Mexico	4
El Salvador	6
Vietnam	6
Niger	12
Mali	14
Ethiopia	14
Guatemala	15
Burkina Faso	15
Cameroon	15
China	15
Rwanda	16
Zambia	16
Senegal	18
Kenya	19
Nigeria	20
Benin	20
Bangladesh	20
Ghana	22
Tanzania	22
Tunisia	23
Uganda	27
India	27
Pakistan	30
Guinea-Bissau	30
Togo	31
Yemen, Rep. of	43

Note: This figure shows the difference in male and female illiteracy rates for individuals above age 15. Most countries show a positive difference, indicating that more women than men are illiterate. Yemen has the highest difference of 43 percent. Jamaica is an exception, with a negative difference, showing that Jamaican women are more literate than men.

Source: World Bank, *World Development Indicators 1998*.

Figure 6.1 Median Intentional Homicide Rates by Region, 1970–94

*Intentional homicides
per 100,000 persons*

Legend:
- Latin America and the Caribbean
- Asia
- Sub-Saharan Africa
- Middle East and North Africa
- Central and Eastern Europe and the former Soviet Union

Note: This figure illustrates the trends in crime, measured by intentional homicides per 100,000 persons, across regions. The trend in Latin America and the Caribbean is a stark illustration of high crime levels increasing over time. Between 1970 and 1989 this region's crime rates were among the highest in the world; it became even more violent in 1990–94. Sub-Saharan Africa exhibited a decreasing trend from 1975–89, then a sharp increase. Central and Eastern Europe and the former Soviet Union had relatively low crime rates in the early 1970s, showed a decrease through the mid-1980s, then exhibited a sharp rise in the late 1980s and early 1990s. Asia and the Middle East and North Africa had small changes in crime levels, relative to other regions, through the 1970s and 1980s, and showed a decreasing trend in the 1990s.

Source: Fajnzylber et al. 1998.

Table 6.1 Growth, Inequality, and Poverty: Indicators of Relative Inequality and Absolute Poverty

Country	1995–96 GNP per capita growth (avg. annual percent)	Gini Index[a]	Population below $1 a day (percent)[a]
Armenia	7.4	39.4	
Azerbaijan	−1.3		
Bangladesh	3.8		
Benin	3.2		
Bolivia	2.6	42.0	
Brazil	6.7	59.6	23.6
Burkina Faso	3.3	39.0	
Cambodia	3.9		
Cameroon	4.5	49.0	
China	8.9	37.8	22.2
Costa Rica	−2.0	46.1	18.9
Ecuador	1.2	43.0	30.4
El Salvador	0.0	48.4	
Ethiopia	7.2	44.2	46.0
Gabon	−1.2	63.2	
Georgia			
Ghana	2.3	33.9	
Guatemala	8.6	59.1	53.3
Guinea-Bissau	3.7		
India	5.1	32.0	47.0
Indonesia	5.8	31.7	7.7
Jamaica	−1.6	37.9	4.3
Kenya	3.1	54.4	50.2
Kyrgyz Republic	4.1	35.3	18.9
Latvia	3.5	27.0	
Macedonia	0.6		
Madagascar	0.5	43.4	72.3
Mali	1.2	54.0	
Mexico	4.7	50.3	14.9
Moldova	−9.7	34.4	6.8
Nepal	4.6	30.1	50.3
Nicaragua	4.2	50.3	43.8
Niger	−0.1	36.1	31.1
Nigeria	1.9	37.5	61.5
Pakistan	0.3	31.2	11.6
Panama	4.1	56.5	25.6
Philippines	4.5	45.0	26.9
Rwanda	7.8	28.9	45.7
Senegal	3.2	54.1	54.0
South Africa	1.0	62.3	23.7
Tanzania	1.7	38.1	
Thailand	4.4	51.5	3.9
Togo	4.3		
Tunisia	−0.4	40.2	
Uganda	6.2	40.8	69.3
Ukraine	−8.5	25.7	
Venezuela	−3.7	53.8	11.8
Vietnam	7.3	35.7	
Republic of Yemen	−7.8		
Zambia	3.4	52.4	84.6

Note: This table illustrates growth, inequality, and poverty across countries. Growth is measured by average annual 1995–96 growth of GNP per capita. Inequality is measured by the Gini coefficient: the higher the number, the greater the inequality. Poverty is indicated by the proportion of people living below $1 a day.

[a]The Gini Index and Population below $1 a day represent currently available data, not necessarily of the same year, and hence may not be comparable across countries.

Source: World Bank, *World Development Indicators 1998;* World Bank, *World Development Indicators 1999.*