

THE NATURE OF SOCIAL CAPITAL IN THE “MORAZAN” COMMUNITY OF
CHOLUTECA, HONDURAS

A Thesis

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By

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ABSTRACT

Using survey research, this study describes the existence of social capital in the Morazán community of Choluteca, Honduras. Honduras is one of the poorest countries of Latin America, and was especially hard hit by Hurricane Mitch in 1998. Stocks of physical, human, natural, and physical capital were depleted as a result of the hurricane. Jobs, education, the infrastructure, and the natural environment have not returned to pre-Mitch levels. In order to adequately “develop” local communities, financial growth alone is not sufficient. This study focuses on the relationship of social capital to other forms of capital found in the community. Having sufficient social capital in the form of mutual trust, volunteerism, networks of relationships, and reciprocity of favors helps ensure that other forms of capital are adequately and efficiently developed as well. Social capital is a multi-disciplinary concept. Very little research on social capital has been done in Honduras, and this study adds to the understanding of social capital from the international community development perspective.

Dedicated to Angie, my wife of 30 years

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CHAPTER 1

INTRODUCTION

Background and Setting

Honduras is one of the poorest countries in Latin America (United States Agency for International Development (USAID), 2002), with a per capita Gross National Income of \$920 (GNI in current \$US using the Atlas method) (World Bank Group, 2003).

Agriculture is Honduras' principal occupation, employing 32% of the labor force (Secretaria del Despacho Presidencial, 2003). There is a high inequality in the distribution of wealth, with 20% of the poorest Hondurans sharing 2% of the nation's resources (United Nations Development Programme, 2003, p. 199). Even though there has been a relative decrease in the poverty level from 74.8% (1991) of all households living in poverty to 65.1% (2002) (Secretaria del Despacho Presidencial, 2003), the absolute number of households living in poverty has actually increased from 657,214 homes to 803,304 homes in 2003 (Secretaria del Despacho Presidencial, 2003). Nationwide, 23.8% of the population lives on less than \$1/day and 44.4% lives on less than \$2/day (United Nations Development Programme, 2003, p. 246).

The International Monetary Fund considers Honduras to be one of the weakest countries in the region as measured by social indicators, such as education and health care (International Monetary Fund, & International Development Association, 1999, p.

5). Twenty percent of the adult population (over fifteen years of age) are illiterate (Secretaria del Despacho Presidencial, 2003), with a national average educational level of 5.3 years (Secretaria del Despacho Presidencial, 2003). Among school age youth, 65% of the population does not have the opportunity to receive an education beyond the sixth grade level (USAID, Improving Educational Quality Project).

Human immunodeficiency virus/acquired immunodeficiency syndrome (HIV/AIDS) is also a problem of national concern. Honduras, with a population of 6,766,185 (Secretaria del Despacho Presidencial, 2003) and accounting for 17% of the total Central American population, has the highest reported incidence of HIV/AIDS, totaling 43% of the Central American cases. Honduras ranks fifth in the number of AIDS cases among all countries in the Americas (Joint United Nations Programme on HIV/AIDS, 2002). It is estimated that 0.2% of the Honduras population was HIV/AIDS positive in 1991, increasing to 1.9% in 2001, with approximately 57,000 Hondurans testing as HIV/AIDS positive (Joint United Nations Programme on HIV/AIDS, 2002).

Undernourishment affected 21% of the Honduran population in 2000 (United Nations Development Programme, 2003, p.199), causing moderate to severe stunting of growth in 29% of the children under five years of age (United Nations Children's Fund, 2003). There are a large number of child laborers, with 13% of the 5-18-year olds working (Secretaria del Despacho Presidencial, 2003).

The frequent reoccurrence of natural disasters has added to Honduras' problems in the 20th century, with Honduras being subjected to a heavy cyclical incidence of hurricanes and tropical tempests (Programa de las Naciones Unidas para el Desarrollo, 1999). In 1998, Hurricane Mitch, was one of the worst natural disasters to hit Honduras

in recent history, resulting in nearly 14,000 people declared dead or missing.

Approximately 2.5 million Hondurans nationwide were displaced by the hurricane, and 30,000 homes were destroyed (International Monetary Fund, & International Development Association, 1999, p. 5).

The destruction that resulted from Hurricane Mitch added to the impoverished conditions that already existed in Honduras (see Figure 1.1). Much of Honduras' physical capital that existed in the form of roads and bridges, houses, and machinery was destroyed (Comisión Económica para América Latina y el Caribe (CEPAL), 1999a). The agricultural sector of the national economy was heavily damaged due to the loss of grains that had been recently harvested by farmers, destruction by flooding of crops that were still in the fields, and a reduction in planting of the traditional second season crop. Additionally, 29% of the export crop acreage (banana, coffee, sugar cane, and African palm) was heavily damaged, resulting in long-term losses since they were multi-year crops (CEPAL, 1999b). While corn production has recovered to pre-Mitch levels, the production of grain sorghum, rice, beans, banana, and plantain continue to be below that of 1998 levels (Banco Central de Honduras, 2002; 2003). Falling coffee prices have contributed to an increase in food insecurity throughout Central America (Bonnard & Remancus, 2002).

The extensive damage to the environment (natural capital), caused by Hurricane Mitch, was worsened in part due to previous human activities "such as deforestation-mainly on steep hillsides-inappropriate land use, and settlements on hillsides or on riverbanks and lakeshores. The drainage characteristics that prevail on the Pacific and the diminished plant cover also helped to increase the effects of the disaster." (CEPAL,

1999a, p.18). Thousands of acres of soil were either lost through erosion or were left useless due to being covered by waste material (CEPAL, 1999b, p.58).

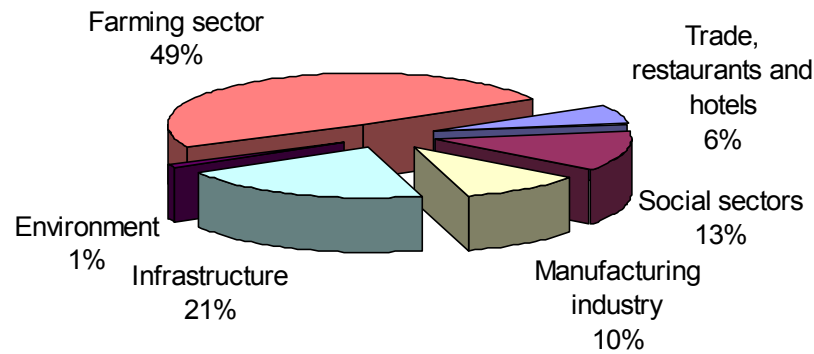


Figure 1.1: Damage Done to Honduras by Hurricane Mitch According to Sector (CEPAL, 1999a, p. 29)

The combined effects of Hurricane Mitch have resulted in heavy internal and external migration (human capital) (CEPAL, 1999a, p.31). It was estimated that more than 600,000 Hondurans have migrated to the United States for economic reasons (USAID, 2002).

Honduras has struggled with issues of transparency and corruption charges ranking 107 among 133 (with 133 being the “most corrupt”) countries in the *Corruption Perceptions Index* (Transparency International, 2003). The relief effort following Hurricane Mitch has focused additional attention to issues of transparency and anti-corruption (Meza, Castellanos, Avila, Romero, and Salomón, 2002). Results from a national survey indicated that thirty percent of those surveyed felt that a portion of the

hurricane relief funds were diverted from their intended use, while 11% felt that most of the reconstruction funds had been diverted (Seligson, 2001, p. 21). There was a perception of generalized corruption among Hondurans. Among the population surveyed, 62.7% also responded that bribe taking among public figures was “generalized” or “very generalized” (Seligson, 2001, p. 27), and 33.5% had directly experienced or were indirectly impacted by acts of corruption during the previous year (Seligson, 2001, p. 36).

In human development terms, Honduras’ conditions have barely improved since Hurricane Mitch with a Human Development Index (HDI) of 0.648 in 1995 and 0.667 in 2001, placing Honduras 115th among 175 countries worldwide. Among its Central American neighbors, Honduras’ HDI is lower than those of Costa Rica, Belize, Panama, and El Salvador, and is only slightly better than indices of Nicaragua and Guatemala (United Nations Development Programme, 2003, p. 243).

The city of Choluteca (see Figure 1.2) has approximately 135,000 inhabitants, and is the capital city of the Department of Choluteca (see Figure 1.3) located in southern Honduras, bordering the country of Nicaragua (Instituto Nacional de Estadística, 2001). Due to the geographic proximity to the Choluteca River, the southern region of Honduras, including the Department of Choluteca, has been especially vulnerable to flooding from hurricanes and tropical storms (Programa de las Naciones Unidas para el Desarrollo, 1999). Choluteca was the Department with the largest number of reported deaths (CEPAL, 1999b, p.12), and 38% of the population was forced to flee their homes during Hurricane Mitch (CEPAL, 1999b, p.13).



Figure 1.2: Map of Honduras and International Borders

(Maps.com)



Figure 1.3: Political Map of Honduras Showing Departmental Divisions
(Instituto Nacional de Estadística)

The agricultural base, consisting of crops for consumption and export, was heavily affected by Hurricane Mitch. Choluteca, the department which was the primary producer of melons, had 80% of the melon crop destroyed (CEPAL, 1999b, p. 58). Fish and shrimp farming facilities, banana, coffee, citrus, African palm, and sugar plantations, were heavily damaged (CEPAL, 1999b). Honduras' agricultural production has not recovered to its pre-Hurricane Mitch levels. Rice production alone has dropped from a

level of 79,095,000 pounds (1997-1998) to a 1999-2000 level of 19,348,700 pounds (Food and Agriculture Organization of the United Nations, 2001).

Data concerning the use of funds for rebuilding after Hurricane Mitch has been jealously guarded by organizations, especially at the local level, but efforts at rebuilding communities since Hurricane Mitch have not always been efficient or effective. A survey of two new housing communities, made up of families displaced by Hurricane Mitch, illustrates the differing results in efforts at rebuilding communities. After Hurricane Mitch, the people from the two communities (El Limon and Marcelino Champagnat) were relocated 6 kilometers east of the city of Choluteca on opposite sides of the Pan-American Highway.

El Limon is the larger of the two communities and is made up of 904 homes. El Limon's people have suffered from a lack of basic utilities, such as reliable water, sewage, and electricity, and the community has been plagued with high delinquency by local gangs. The communities' houses were not designed according to culturally accepted norms for the area. Many of the houses remained unfinished, and some have deteriorated due to poor construction. The building lots are too small to allow for gardens or small animal projects (Barrios, 2000).

Pre-disaster networks of vertically and horizontally integrated ties are important in the recovery efforts of communities following disasters. Berke, Kartez, and Wenger (1993) developed a system for the classification for communities according to the degree of horizontal and vertical integration that the community possessed. In times of disaster, those communities having both strong local organizational structures (horizontal integration) as well as having strong contacts with organizations and resources outside

the community (vertical integration) would be expected to respond better than those with weak local structures and limited outside contacts.

Barrios (2000) noted that in the El Limon community, leadership showed a low level of vertical integration and no attempt had been made for keeping horizontal networks of social relationships intact from the former neighborhood. The neighboring project, “Marcelino Champagnat”, has been cited as a model of successful community development. Planning has taken place for future growth, houses are larger with room dividers, and the building lots are double the size of those of El Limon. Basic utility services are functioning and the appearance of individual homes is maintained.

Basis for the study

Community development involves more than just economic growth. The World Bank considers five forms of capital as essential to its sustainable development definition: financial, human, natural, physical, and social (World Bank Group, 2002).

Capital was defined by Piazza-Georgi (2004) as “a productive resource that is the result of investment” (p. 461). Costanza, d’Arge, de Groot, Farber, Grasso, and Hannon, et al. (1997) defined capital generally as “a stock of materials or information that exists at a point in time” (p. 254). The stocks of each of the different forms of capital “generates, either autonomously or in conjunction with services from other capital stocks, a flow of services that may be used to transform materials, or the spatial configuration of materials, to enhance the welfare of humans” (p. 254).

Financial or economic capital growth is normally accomplished either by increases in inputs or by increased productivity by those inputs which has been a result of

a new technology (Tietenberg, 2001). Developing countries are finding it increasingly difficult to compete in the market place as the economy becomes more global in nature. Due to an inability to generate sufficient resources for their own development, many countries have taken on excessive external debt (Hope, 1996). Honduras, in particular, has struggled with a high external debt of \$5.1 billion in 2003 (Central Intelligence Agency, 2004).

Human capital exists in the forms of “embodied knowledge or skill” (Becker, Murphy, and Tamura, 1990), or “talent and training” (Putnam, 2000, p. 289). Schultz recognized human capital as an essential member of the concept of “all capital” (p. 7), and suggested that the failure of poor countries to balance capital investments between physical and human capital may be a limiting factor to economic growth (p. 7). Flight of human capital, and other resources, from developing countries have worsened their development situation (Hope, 1996).

Physical or acquired capital is “human-made material resources” (Pretty, 2003, p. 13). In arguing against using the terminology of “capital” for the concept of social capital, Arrow noted that the traditional use of capital “implies three aspects: (a) extension in time; (b) deliberate sacrifice in the present for future benefit; and (c) alienability” (Dasgupta, p. 4). Robison et al. (2002) noted that social capital and physical capital shared the same essential properties of: “transformation capacity, durability, flexibility, substitutability, decay, reliability, ability to create one capital form from another, opportunities for (dis)investment, and alienability” (p. 9).

In the capital model, natural capital (the environment) is an asset which provides needed services directly to the consumer and also provides the economy with natural

resources which may be transformed into other forms of capital (Tietenberg, 2001, p.16). In developing a definition for capital that would allow for a better understanding of “natural capital”, Costanza, et al. (1992) built on the traditional understanding of capital as “produced (manufactured) means of production”, defining capital functionally as “a stock that yields a flow of valuable goods or services into the future” (p. 38). In 2002 Farley and Costanza further defined natural capital as “all the goods and services provided by nature that contribute to the well-being of humans and every other species on the planet” (p. 251).

Social capital, having the characteristics of “an accumulated stock from which a stream of benefits flows” (p. 8), fulfills the basic requirements of being a member of the capital family (Grootaert & van Bastelaer, 2001). Looking at capital holistically, social capital is understood by Coleman to parallel physical and human capital in the sense that these three forms of capital “facilitate productive activity” with social capital playing an important role in the creation of human capital (Coleman, 1988). Also, in relation to other forms of capital, Fukuyama views social capital as helping reduce the transaction costs of doing business (Fukuyama, 2001). According to Putnam, social capital enhances investments and is complementary rather than competitive to other forms of capital. In particular, social capital enhances the benefits of investment in human and physical capital (1993). In some cases, social capital may be a substitute for other forms of capital (Adler and Kwon, 2002).

According to Flora and Flora (p.54), social capital has not received the same consideration as other forms of capital in public policy formation resulting in a decrease in levels of social capital in some communities. The imbalance in the different forms of

capital causes people to attempt to draw on reserves of other forms of capital to replace that particular deficit (1996).

General aspects of Social Capital- Social capital has individual and community aspects allowing it to be both a “private good” and a “public good”. As a public good, some of the benefits will go to those who have not invested (Putnam, 2000, p. 20). Putnam considered reciprocity to be the touchstone of social capital (Putnam, 2000, p. 134). Castle (2002) noted that social capital is an “interdisciplinary concept” “that yields insights and knowledge which cannot be obtained from independent, single-discipline efforts” (p. 331). Social capital has been found to have important implications as an asset for the well-being of a community (Putnam, 2003). David Korten views social capital, in the form of “trust and mutual caring”, as an essential characteristic of a healthy economy (Korten, 1997).

This study will focus on social capital and its relationship to the other four forms of capital. A clear understanding of the nature of existing social capital will have direct implications on the potential transformation of the community. Having a sufficient stock of social capital may help ensure that community members are willing to work together to improve and maintain the community institutions, such as its schools, churches, utilities, and libraries, as well as add new projects in the future. It is necessary to understand the nature of existing social capital in order to avoid the destruction of the existing social capital, to seek ways to build positive social capital, and not increase the amount of negative social capital (Grootaert, 1998).

Areas where similar amounts of financial, human, natural, and physical capitals have been invested, have been noted to have very different economic results (Grootaert,

1998, p.2). Social capital has been variously described as the “lubricant” that helps to make other forms of capital become more effective (Putnam, 2000), “the glue that holds societies together” (World Bank, 2002), or the possible “missing link” (Grootaert, 1998) in research relating to other forms of capital. Christiaan Grootaert (1998) of the World Bank noted that the emphasis which had traditionally been placed on human, physical, and natural capital was only part of what was needed for a nation’s sustained economic development. Grootaert viewed social capital, especially in the form of interaction and organization of economic participants, as the missing link in the group of capitals which were essential ingredients to development (Grootaert, 1998). Robert Putnam viewed social capital as complimentary, rather than competitive, to other forms of capital, actually enhancing the benefits of investments in physical and human forms of capital (Putnam, 1993). Putnam in his book *Better Together*, emphasized, “bonding” and “bridging” as two forms of social capital. Putnam considered forms of social capital which bound people of similar social characteristics together within a network to be comparable to *Super glue*, while the forms of social capital which bridged outward to different types of people were like *WD-40* (Putnam, & Feldstein, 2003).

Problem Statement

Mutual trust, volunteerism, networks or relationships, and reciprocity of favors are vital aspects of social capital. The people of Honduras are very trusting in some areas of their lives. There is often a willingness to invite strangers into their homes. On the other hand, in Honduras, historically there is a reputation for mistrust among the people with strangers, multi-national corporations, the government, law enforcement, and the

church. Storefront signs that state, “We only advance credit to those who are at least 99 years of age and accompanied by your grandparent” or “We will only give credit tomorrow” are examples of the reluctance of business owners to extend credit to patrons.

In recent years, there have been numerous studies on social capital in several different areas of the world with the World Bank, universities, and governmental agencies leading the way in supporting research. Robert Putnam is noted for his research in Italy (1993) and the United States (Putnam, 2000; Putnam & Feldstein, 2003). Community development and rural sociology scientists in the United States (Flora, Flora, Newlon, and Sharp, 1997; Castle, 2002; Perkins; Hughey, and Speer, 2002; Robison, Schmid, and Siles, 2002) continue to add additional understanding to the concept. Krishna (2002) has extensively researched social capital in India, and there have been numerous studies done by researchers in Australia (Stone, Gray, and Hughes, 2003), but little is known about the nature of social capital in other cultures, particularly in Honduras. It is expected that research done in developed countries of the western world would not adequately describe the social capital of other cultures in the developing world (Krishna, 2002). Only recently, in 2002 and 2003, the United Nations conducted social capital surveys of six municipalities and the Department “Gracias A Dios” in Honduras, but recognized the limitations of existing data and research at the local level (Programa de las Naciones Unidas para el Desarrollo, 2002). Thus, the problem is that the existing supply of social capital in Choluteca, Honduras is not known.

Purpose

The purpose of this study was to describe the existence of social capital in the Morazán community of Choluteca, Honduras.

Research questions

The research questions of this study will be:

1. What are the present levels of social capital?
2. What sources of social capital are being used in the community?
3. What are additional underused sources of social capital available to the community?
4. What is the relationship of social capital to other forms of capital in the community?

Definition of Terms

Social capital is the sum of assets in the form of norms, values, and trust that are available to the individual or group, by way of their position within the network of relationships among other people or groups of people within and outside the local community, built on trust and developed by shared norms of reciprocity. Operationally, social capital is defined as the number of social contacts by way of family relationships, organizational membership, neighbors, job ties, who would be willing to do a favor.

Human capital consists of the combination of innate or acquired skills, experience, and knowledge that an individual has. Human capital may be operationally

defined as the number of years of education (formal plus informal education-note: not IQ, innate talents).

Informal methods of education are those that are learned outside the confines of the structured classroom setting. The informal methods of education will be operationally defined by the frequency that members of the community consult media sources, family and friends, technicians, and government and private agencies.

Physical capital consists of fixed assets. Physical capital is operationally defined as household wealth: the value of home and business, land, appliances, and community wealth: infrastructure, utilities, and technology.

Financial capital consists of monetary assets. Financial capital will be operationally defined as earnings in the form of salary, gifts, and sales, plus savings, credit and investments other than physical assets.

Natural capital consists of nature's good and services. Natural capital will be operationally defined as the efforts to conserve natural resources through litter control campaigns, reforestation, and conservation methods (erosion control/water quality).

Limitations of the Study

This study will only research the relationships of financial, human, natural, and physical capital with those of social capital. Proxies will be used for measuring each of the forms of capital.

Basic Assumptions

This study took place in the community Morazán of Choluteca, Honduras. It is assumed that respondents will answer truthfully. Social capital in and of itself is not the answer, and in fact, social capital may take negative forms as well as positive, possibly excluding as well as including others in social networks.

Significance of the problem

In order to facilitate the process of optimal use of capital resources within the community, it is essential to understand the nature of existing social capital. This thesis will lead to a better understanding of the nature of social capital in southern Honduras.

An instrument appropriate for the culture will be developed in Spanish for measuring social capital. The resulting research will be useful to community development organizations.

CHAPTER 2

REVIEW OF LITERATURE

Purpose of the study

The purpose of this study was to describe the existence of social capital in the Morazán community of Choluteca, Honduras.

Introduction

In order to facilitate the process of optimal use of capital resources within the community, and in order to work towards an integrated transformation of the community, it is essential to understand the nature of the existing level of community social capital. This study will lead to a better understanding of the nature of social capital in southern Honduras.

This study focused on community level social capital and its relationship to the supply of natural capital, physical capital, financial capital, and human capital which existed in the Morazán community of Choluteca, Honduras. The existence of social capital in the community was related to the variables of human, physical, natural, and financial capitals. The following review of the literature on social capital will focus on the objectives of this study.

Objectives of the Study

The objectives of this study were to:

- a) identify the level of social capital existing in the Morazán community of Choluteca, Honduras; b) identify the sources of social capital being used in the Morazán community of Choluteca, Honduras; c) identify any additional underused sources of social capital available to the Morazán community of Choluteca, Honduras; d) identify the relationship of social capital to other forms of capital present in the Morazán community of Choluteca, Honduras.

Definition of Social Capital

There has not been a consensus among researchers on the definition of social capital. Various authors (Annen, 2003; Durlauf, 2002; Portes, 1998; Robison, Schmid, & Siles, 2002) have lamented the fact that the concept of social capital has not been adequately or consistently defined.

According to Grootaert and van Bastelaer (2002, p.2), the lack of having “an agreed-upon, established definition of social capital, combined with its multidisciplinary appeal has led to the spontaneous growth of different interpretations of the concept.” In defense of building a definition based on the attraction of social capital to a wide range of disciplines, Castle (2002) noted that social capital was an “interdisciplinary concept...that yields insights and knowledge which cannot be obtained from independent, single discipline efforts” (p.331).

The range of definitions used among authors is partially due to the rapid growth in popularity of the social capital concept. The concept has become increasingly complex and new research has added more dimensions to the definition (Krishna & Shrader, 2002, p.19). The wide variation in definitions of social capital also largely depends on the particular discipline or perspective of each researcher or author (Robison, Schmid, & Siles, 2002, p.2; Serageldin & Grootaert, 2000).

In arguing for limiting the definition of social capital, Robison, Schmid, and Siles (2002) suggested that another of the reasons for wide disagreement on a definition among researchers is that the social capital definitions have simply not answered the question: “what is social capital?” (2002, p.2). In their definition, Robison, Schmid, and Siles (2002) emphasized the sympathy aspect of social capital. They concluded that social capital is “a person’s or group’s sympathy toward another person or group that may produce a potential benefit, advantage, and preferential treatment for another person or group of persons beyond that expected in an exchange relationship” (2002, p. 6).

Much of the controversy surrounding the definition of social capital focuses on the issue of whether social capital is owned by groups or is a property of individuals (Portes, 2000). Adler and Kwon (2002) were neutral on the ownership issue of social capital in their definition: “Social capital is the goodwill available to individuals or groups. Its source lies in the structure and content of the actor’s social relations. Its effects flow from the information, influence, and solidarity it makes available to the actor” (2002, p.23).

Individual perspective-Authors are divided on whether the profit accrued from social capital is a group-owned asset or whether it is a possession belonging to

individuals. The individual perspective places emphasis on an actor's personal access to resources which are embedded within networks. From the individual perspective, each person may make investments in building relationships with others having a reasonable expectation of returns on their capital investment.

Brehm and Rahn (1997) emphasize that "social capital manifests itself in individuals." Lin (2001) also emphasized the individual aspect of social capital including two additional elements in particular in the definition of capital: the investment of resources and an expectation of a profit in the market place exchange on those invested resources (p.3). These returns benefit the individual, while the larger group also shares in the aggregate profit of the combined individuals (Lin, 2001, pp. 7-8).

Group perspective-According to Szreter (2000), social capital can never belong to an individual (p.57). From the group perspective, the focus is on social capital as a feature belonging to groups, which helps individuals. For Putnam (1993), social capital "refers to features of social organization, such as networks, norms, and trust, that facilitate coordination and cooperation for mutual benefit" (Putnam, 1993). Social capital was viewed by Bourdieu as the resources that were available as a result of membership in a group, providing members with credit from their membership in the group (Bourdieu, 2004). Fukuyama takes a broad view of social capital as "an instantiated informal norm that promotes co-operation between two or more individuals" (Fukuyama, 2001, p.7). Portes (1993) considered social capital to be "those expectations for action within a collectivity that affect the economic goals and goal-seeking behavior of its members, even if these expectations are not oriented toward the economic sphere" (p.1323).

Forms of capital

The family of capitals has traditionally included natural capital, physical (or produced capital), and human capital as the wealth of nations on which economic development and growth are based. It is now recognized that these three types of capital only partially determine the process of economic growth and sustainability because they overlook the way in which the economic actors interact and organize themselves to generate growth and development. The missing link, according to Grootaert (1997), is social capital.

Not all authors are in agreement with the addition of social capital to the ‘capital’ ranks. Baron and Hannan (1994), for example, considered the efforts by disciplines other than economics to more inclusively expand the understanding of the term “capital” as having resulted in a “plethora of capitals” (pp.1122-1124).

Social Capital

Viewing capital holistically, social capital is one member of a family of capitals (see Figure 2.1). Flora and Flora (1993) view the community as a complex system which is more than the simple sum of its various parts.

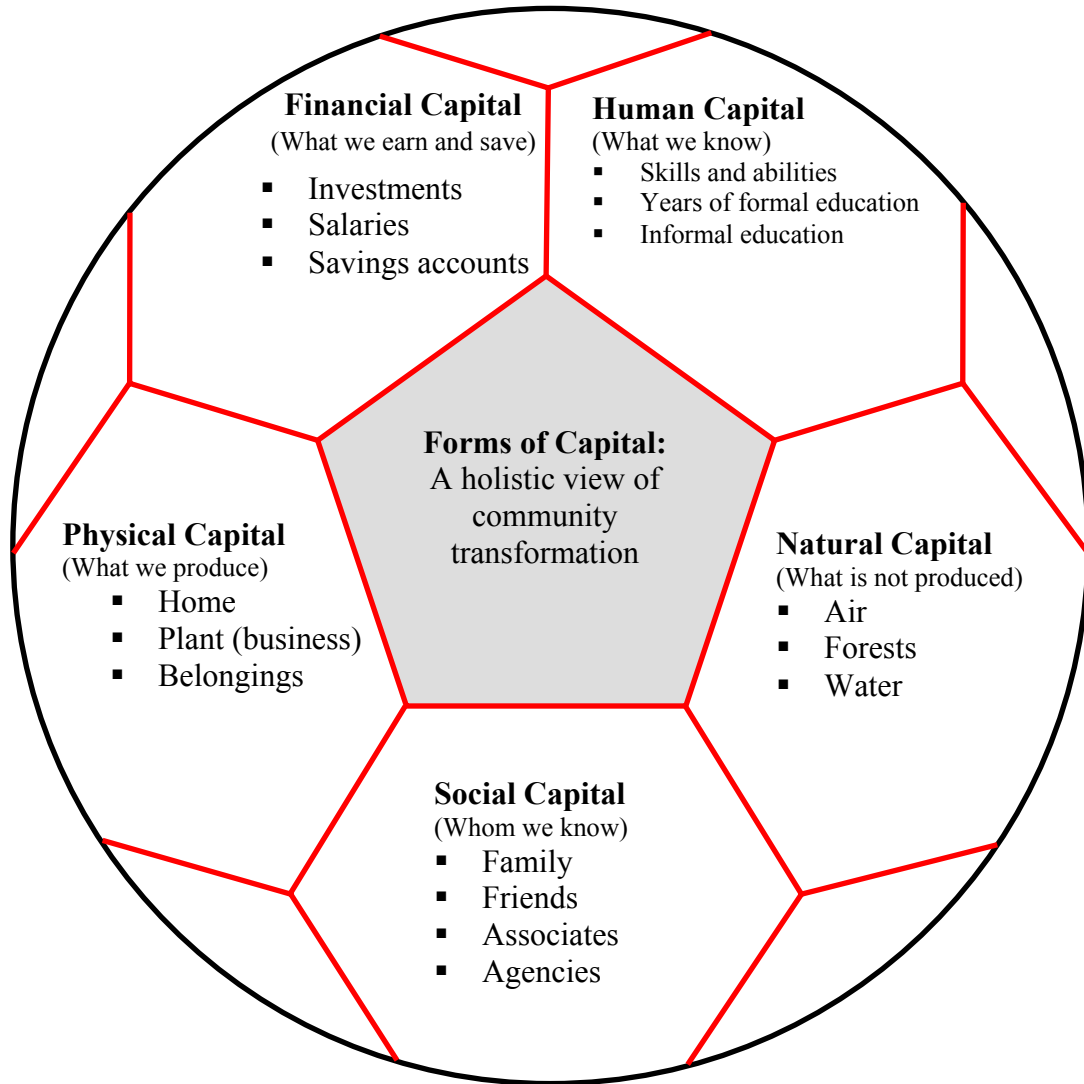


Figure 2.1: Soccer Ball Diagram Emphasizing the Holistic Nature of Capital

Also, looking at capital holistically, social capital is understood by Coleman (1998) to parallel physical and human capital in the sense that these three forms of capital “facilitate productive activity,” with social capital playing an important role in the creation of human capital. Also, in relation to other forms of capital, Fukuyama views

social capital as helping reduce the transaction costs of doing business (Fukuyama, 2001). According to Putnam (1993), social capital enhances other capital investments and is complimentary rather than competitive to other forms of capital. In particular, social capital enhances the benefits of investment in human and physical capital. In some cases, social capital may actually be a substitute for other forms of capital (Adler & Kwon, 2002). The reverse may also happen with other forms of capital helping to make up for a lack of social capital. For example, those who are capable of paying for manufactured capital can sometimes replace a lack of social capital with security systems (Flora, 1995, p.57).

“The key attribute of capital”, “is that it is an accumulated stock from which a stream of benefits flows. The view that social capital is an asset—that is, that it represents genuine capital—means that it is more than just a set of social organizations or social values. On the input side, this additional dimension lies in the investment required to create a lasting asset; on the output side, it lies in the resulting ability to generate a stream of benefits” (Grooteart, 2001, p.8).

Benefits of social capital

As a form of capital, social capital would be expected to provide a return on the investment involved in social interactions (embedded resources) between actors. “Any form of capital—material or nonmaterial— represents an asset or a class of assets that produces a stream of benefits. The stream of benefits from social capital—or the channels through which it affects development—includes several related elements, such as

information sharing and mutually beneficial collective action and decision-making” (Grootaert & van Bastelaer, 2001, p. 6).

Flow of information- Rogers (2003) recognized the important role of social networks in the diffusion of innovations. The flow of information is enhanced by stocks of social capital. “Ties” which are well placed in the market place are potentially capable of facilitating the provision of strategic information for individuals, organizations, or communities, thus reducing transaction costs of doing business.

Better health- Social capital contributes to non-economic areas such as issues of health (a component of human capital). Putnam (2000), for example, concluded that “social connectedness is one of the most powerful determinants of our well-being” (p.326). Kawachi, Kennedy, Lochner, and Prothrow-Stith (1997) found that higher levels of social capital were associated with lower mortality rates.

Negative Aspects of Social Capital

There are risks and negative aspects as well as positive ones with social capital. Social capital does not come free of costs. There is a distinct maintenance expense to social capital, usually in the form of time (Grootaert, 2001, p.8). In some cases, innovation may be hampered by the social capital capabilities of special interest groups who use their associational power to gain preferential treatment (Dakhli, 2004, p.124).

Putnam and Feldstein (2003) noted that societies with a high degree of bonding social capital may end up segregated into exclusive hostile groups. Portes (1998) called attention to examples of the exclusionary aspects of social capital. The same ties which

bind people together in positive aspects of social capital may be used to exclude others from participating in any particular group. Close ties can also become overbearing as demands are made upon members within the group, especially in the case of kinship ties. Group solidarity can also pressure conformity of its members, causing them to lose individual freedom. Lastly, group solidarity may take the form of anti-social behavior as in the case of crime and delinquency.

Fukuyama (2001) noted some of the negative externalities associated with social capital. Social capital in the form of group solidarity often comes about as a cost to outsiders. Groups, such as the Mafia and the Ku Klux Klan, “achieve co-operative ends on the basis of shared norms, and therefore have social capital, but they also produce abundant negative externalities for the larger society in which they are embedded” (Fukuyama, 2001, p.8). The fact that social capital may be used for negative results does not disqualify it as a form of capital alongside physical and human capital (Fukuyama, 2001, p.8).

Just as social capital can be “built,” there is also the potential for destroying social capital. What has been accumulated at cost can be lost. Putnam (1993) recognized that the closing of factories in the United States has negatively affected entire networks of people, not just those who lose their jobs. Governmental actions such as urban renewal programs have also damaged existing social networks.

Financial capital

Financial capital can be understood as monetary assets in the form of “symbols and rights associated with credit and money” (Robison, 2002, p.7). Korten viewed social

capital, in the form of “trust and mutual caring,” as being essential for a healthy economy (Korten, 1997). According to Pretty (2003, p.9), relations of trust lubricate cooperation among actors, thus reducing transaction costs between individuals and resulting in the freeing up of other resources, especially those of time and money.

In the developing countries, social capital is likewise understood to affect “economic development mainly by facilitating transactions among individuals, households, and groups” (Grootaert & van Bastelaer, 2002, p. 8). An individual’s participation in networks can increase information flow at a lower cost and combined with “attitudes of mutual trust make it easier for any group to reach collective decisions and implement collective action. Since property rights are often imperfectly developed and applied in developing countries, collective decisions on how to manage common resources are critical to maximizing their use and yield” (Grootaert & van Bastelaer, 2002, p. 8). Also, Grootaert and van Bastelaer (2002) concluded that “networks and attitudes reduce opportunistic behavior by community members” (p. 9). Several authors have noted the potential value that social capital has in contributing to the efficiency of other forms of capital by reducing transaction costs of doing business, by breaking through bureaucracy, hierarchy, and contracts. Where there is an ample stock of social capital, there is also a reduced need for monitoring of all business activity (Fukuyama, 2001, p10; Flora, Sharp, & Flora, 1997, p.625). Fafchamps and Minton (1999) found that, by reducing transaction costs between agricultural traders in Madagascar, social capital had a similar positive impact on their economic production, as did other typical inputs, such as physical capital and labor.

Creation of social capital in the form of trust was considered to be essential in the establishment and sustainability of small businesses in Latin America (Neace, 2001). In an increasingly knowledge-dependent global business world, social capital, in the form of trust, contributes to innovation in inter-firm relations (Maskell, 2000). Firm performance is improved by the use of social networks that allow for facilitating the diffusion of information between enterprises (Barr, 2000). “The social capital embodied in norms and networks of civic engagement seems to be a precondition for economic development, as well as for effective government” (Putnam, 1993).

Physical capital

Physical or acquired capital is “human-made material resources” (Pretty, 2003, p. 13). Goodwin (2003) divided physical capital into produced and natural capital, with produced capital being those “physical assets that are generated by applying human productive activities to natural capital, and that are used to provide a flow of goods and services” (p. 4). Robison et al. (2002) noted that social capital and physical capital shared the same essential properties of: “transformation capacity, durability, flexibility, substitutability, decay, reliability, ability to create one capital form from another, opportunities for (dis)investment, and alienability” (p. 9).

Natural capital

Social capital is “a pre-requisite for sustainable management and development of natural resources” (Pretty, 2003, p.1). Governments are beginning to recognize the value of involving local communities in the management of natural resources (Pretty, 2003).

Social capital in the form of collective decision-making was found to be an important factor in the sustainable management of forest lands of “insecure or ambiguous” legal status in Guatemala. In the case of individually controlled lands, social capital aided in the observance of ownership laws, allowing for the orderly transfer of resources from one person to another. On common ownership lands, social capital facilitated effective regulation of the natural resources (Katz, 2000).

All countries are not equally endowed with natural resources. Other elements such as “institutional traditions, levels of trust and reciprocity, the rule of law, and the sense of community are at least as important to a nation’s health as the available raw materials” (Cohen & Prusak, 2001, p.5).

Human capital

Social capital is important in the creation of human capital, particularly in that of future generations. As with other forms of capital, human capital can not stand alone in the development of a community. Flora and Flora (1993) found that individuals who had played a key role in encouraging community action in one location were not necessarily able to duplicate the same results when attempting similar action in a different community (p. 50).

Coleman (1998) emphasized that social capital, along with financial and human capital, is a part of the “family background”, which is important in students’ educational achievement (p. S110). Unless the human capital of parents is not complemented by a supply of social capital in the form of positive family relationships, then the social capital of the parents will be of no benefit to the educational achievement of the student.

“Human capital is the total capability residing in individuals, based on their stock of knowledge skills, health, and nutrition. It is enhanced by their access to services that provide these, such as schools, medical services, and adult training. People’s productivity is increased by their capacity to interact with productive technologies and with other people. Leadership and organizational skills are particularly important in making other resources more valuable” (Pretty, 2003, p.13).

Human capital (the value added to a laborer) is typically measured by the amount of “education, training, and experience” that a person has obtained (Lin, 2001, p.9). Coleman (1998) viewed human capital and social capital as compliments to each other (p. S110). Burt maintained that human capital would actually be useless for success of actors without the added investment of social capital providing the opportunities for the application of human capital. Conversely, Krishna found that while social capital was an important factor in communities being able to work together, those communities which obtained the best results were those who also had capable agents working with them (Krishna, 2002).

Sources of Social Capital

“Social capital’s *sources* lie—as do other resources—in the social structure within which the actor is located” (Alder & Kwon, 2002, p.18). There is disagreement among researchers as to which specific aspects of resources produce social capital (Alder & Kwon, 2002, p.23). Maskell (2000) acknowledged the difficulty in tracing the sources of

social capital, suggesting as did Uphoff (2000, p.228) that social capital might even be produced as a by-product of other activities (p. 114).

Discussion of social capital is often divided into two broad categories. Several authors (Hooghe & Stolle, 2003) distinguish between the structural and attitudinal aspects of social capital. Krishna refers to the divisions as institutional and relational social capital. Similarly, Uphoff and Wijayaratna (2000) recognized structural and cognitive forms of social capital in their research in Sri Lanka.

Though these two forms of social capital interact with each other, structural social capital is distinguished as “relatively external and objectified” (Uphoff & Wijayaratna, 2000, p.1876). The structural form of social capital includes its “*roles, rules, procedures and precedents,*” as well as *social networks* that establish on-going patterns of social interaction (Uphoff & Wijayaratna, 2000, p.1876). “Roles, rules, precedents and procedures within various social structures, as well as norms and values along with their associated attitudes and beliefs, are the *mechanisms* by which social capital is built up, and accumulated, stored, modified, expressed, and perpetuated...” (Uphoff, 2000, p. 219).

Structural/Institutional Sources of Social Capital

Network ties- There exists three main types of network ties identified in the social capital literature, specifically: bonding, bridging, and linking social capital. Bonding social capital focuses on internal ties among actors. “Bonding social capital describes the links between people with similar outlooks and objectives, and is manifested in different types of groups at the local level – from guilds and mutual aid

societies, to sports clubs and credit groups, to forest or fishery management groups, and to literary societies and mother's groups" (Pretty, 2003, p. 11).

Bridging social capital places emphasis on the external ties that people have with others. "Bridging social capital describes the capacity of groups to make links with others that may have different views, particularly across communities. Such horizontal connections can sometimes lead to the establishment of new platforms and apex organizations that represent large numbers of individuals and groups" (Pretty, 2003, p. 11).

"Linking social capital describes the ability of groups to engage vertically with external agencies, either to influence their policies or to draw down on resources" (Pretty 2003, p. 11). According to Woolcock (1998), in order for poor communities to develop properly there must be a complementary balance between intra-community bonds with the linkage form (extra-community networks) of social capital (p. 174).

Government- As one of the available resources in the formation of public policy, social capital has often been neglected in the establishment of public policy to the deference of other resources. Partly as a convenience of measurement, successful community progress has often been measured only in terms of financial and manufactured capital (Flora & Flora, 1995, p. 56). There is a role for public policy in the creation of social capital: focus resources on "increasing people's sense of mutual trust and reciprocity." (Flora & Flora, 1995, p. 59). Governments can have a great impact on contributing to or diminishing social capital depending on the actions or lack of actions taken (Fukuyama, 2001, p.17-18). Stolle (2000) contended that the role of government in creating social capital has not been adequately recognized.

Associations/volunteerism- Clubs differ from networks, in that clubs are closed groupings (Durlauf, 2004, p.9). Putnam (2000) documented the decline of social capital in the United States, noting especially the decline in membership in associations. Putnam emphasized the importance of associational membership, particularly in horizontal associations.

Szreter (2000) pointed out that the quality of the relationships among members within associations, as well as their relationships with the larger society, was the important aspect of association members (p. 58). The quantitative measurement of associational membership alone may not be a valid assessment of the level of social capital in developing countries (Annen, 2003, p.461). Krishna also noted that much of the research on social capital had been done in the industrialized world where there had been a strong emphasis on measurement by associational membership. Krishna (2000) had emphasized the need for measurement of norms, and networks were measured in the research done by Krishna.

Family- Coleman's (1988) study on the relationship between social capital and human capital pointed out the importance of parental involvement in the educational success of children. Coleman concluded that whenever parents were not active in the lives of their children, thus creating a family "structural deficiency in family social capital," the children did not benefit from whatever human capital existed in the parents.

Institutionalized religion- As a network, organized religious institutions are an important source of social ties, and have been responsible for supporting a variety of community social activities, as well as avenues for developing civic involvement. In his

study on social capital in the United States, Putnam (2000) concluded that faith communities “are arguably the single most important repository of social capital in America” (p.66). Those who attend church on a regular basis were more likely to be involved in their community (McConkey, 2000, p.91). The church’s role in impoverished communities was particularly significant since the church was often one of the few organizations found functioning in deteriorating communities or in communities in the beginning stages of being revitalized (Foley, McCarthy, & Chaves, 2001, p. 215).

Fukuyama (2001) included religion along with globalization as potential sources for increasing social capital. Religion, historically, has often been at the forefront in promoting cultural change though religious sectarianism and may also potentially produce a negative social capital. Globalization, in spite of its tendency to break down traditional societies, may be viewed in a net positive manner for its tendency towards encouraging the spread of ideas and culture to developing countries (p. 19).

Attitudinal (cognitive) Sources of Social Capital

Networks- According to Uphoff and Wijayaratna, the cognitive form of social capital comes from the “mental processes and resulting ideas, reinforced by culture and ideology, ...” (Uphoff in Dasgupta, 2000, p. 218). Adler and Kwon (2000) focused on three sources of social capital: networks, shared norms, and shared beliefs. The social capital literature sometimes referred to the term ‘network’ in a broad inclusive sense, referring to a group of actor’s entire set of links, while other times ‘network’ referred to a more exclusive grouping of links associated with an individual actor (Durlauf, 2004, p.9).

Through network ties, actors are able to access resources directly from their own contacts as well as access secondary resources indirectly from the additional ties of their primary contacts. Rogers (2003) recognized the important role of social networks in the diffusion of innovations.

Shared Norms- “Common rules, norms and sanctions are the mutually agreed on or are handed down norms of behavior that place group interests above those of individuals. They give individuals the confidence to invest in collective or group activities, knowing that others will also do so. Individuals can take responsibility and ensure their rights are not infringed. Mutually-agreed sanctions ensure that those who break the rules know they will be punished” (Pretty, 2003, p.9).

Norms of generalized reciprocity- Norms of generalized reciprocity help prevent self-seeking actions among actors and encourage communities to work to a common good (Adler & Kwon, 2002, p. 26). Putnam considered norms of reciprocity, or the willingness for actors to exchange favors, to be the touchstone of social capital (Putnam, 2000, p.134). Norms of generalized reciprocity help prevent self-seeking actions among actors and encourage communities to work to a common good (Adler & Kwon, 2002, p. 26).

Trust as a shared norm- Putnam (2000) viewed trustworthiness as a lubricant for social life (p. 21). Adler and Kwon (2000) viewed trust and social capital as mutually reciprocating relationships with trust being both a source and an effect of social capital (p.101). Knack and Keefer (1997) found that social capital in the form of trust and civic cooperation was associated with economic growth. However, they found no correlation between associational participation and the economy. The authors found that “trust and

norms of civic cooperation are stronger in countries with formal institutions that effectively protect property and contract rights, and in countries that are less polarized along lines of class or ethnicity” (p.1252). Fukuyama considered a ‘narrow radius of trust’ which produced negative externalities on outsiders to be a problem with some groups. For example, in some Chinese parts of East Asia and much of Latin America social capital exists among small groups or among close family members.

Researchers often divide trust into two general categories, personalized and generalized trust. According to Durlauf and Fafchamps (2004) personalized trust is more costly to establish in terms of time and effort than that of generalized trust. Personalized trust is built as a result of repeated interaction with others while generalized trust is more efficient to establish due to its instantaneous nature (p. 9). Knack (1999) considered generalized trust to be a more valuable economically at the macro level than personalized trust, noting that high levels of interpersonal trust may even erode a society’s level of generalized trust (p. 5).

Dakhli and De Clercq found that high levels of trust foster innovation while there was no relationship found between associational activity and innovation. The authors suggest that associational activity may, in fact, decrease innovation due to the tendency of special interest groups to lobby for the status quo (2004).

Religion- Religion is potentially a source of building social capital in two different ways. Besides being a network source of ties, and thus, contributing to social capital in a structural sense as with other associations, religion builds social capital through values and a belief system that emphasizes community involvement (Putnam, 2000).

Destruction of social capital

According to Grooteart (2001), social capital is easier to destroy than it is to build or rebuild (p.8). “While it takes mutual commitment and cooperation from both parties to build social capital, a defection by only one party will destroy it” (Adler & Kwon, 2000, p. 94). Flora argued that structural issues, such as establishing community programs in a top-down fashion, with all resources and decisions coming from outside the community, can destroy social capital and create dependency (p.57).

Uphoff (2000) concluded that networks represent structural social capital, and “are widely regarded as important manifestations of social capital, whether they are formal or informal.” These networks are “crucially sustained by expectations (that is, norms) of reciprocity. This shows that there is an essential cognitive dimension to networks that derives from mental processes, and not just from what is exchanged” (Uphoff, 2000, p. 219).

Underused Sources of Social Capital

Agencies, though often recognizing the value of social capital, commonly do not emphasize all of the connections available to them. Pretty (2003) emphasizes that more linkages are better and two-way relationships are better than one-way relationships. Linkages which are regularly updated “are generally better than historically-embedded ones” (p.11). Available social capital is often under-utilized. Agencies, for example, may actively stress linkages of one form of social capital “connectedness” to the neglect of others (Pretty, 2003, p.11).

Measurement of the Various Forms of Capital

Social capital measurement- There is a lack of consensus on how best to measure the concept of social capital (Annen, 2003, p.453). Fukuyama (2001) considers the lack of consensus on measurement to be the greatest weakness of the social capital concept (p.12), while Krishna and Shrader (2002) contend that some differences in measurement concepts are justified due to the range of contextual applications for social capital (p.17). The difficulty in arriving at a consensus on measurement may be due to the lack of uniformity to the definition of social capital (Fafchamps & Minten, 1999; Paxton, 1999, p.88).

Social capital is also difficult to operationalize due to the high degree of abstraction of the concept (Flora, Sharp, Newlon, & Flora, 1997, p.627). Paxton (1999) cautioned against the use of specific single indicators in measuring the general concept of social capital (p.90) insisting that the use of multiple indicators would compensate for measurement error (p. 91). “Like human capital, social capital is difficult, if not impossible, to measure directly” (Grooteart, 2001, p.9). Social capital is largely measured by indirect surrogate or proxy indicators (Grooteart, 2001, p.9; Bebbington, 1999, p.2036).

When measuring social capital, the cognitive and structural forms must be distinguished, and care must be taken to consider cultural variation of different contexts being measured (Krishna & Shrader, 2002; Grootaert & van Bastelaer, 2002). Krishna and Shrader (2002) additionally call for the integration of both quantitative and qualitative methods of research in measuring social capital (p.22).

Forms of social capital

Formal associational membership- Putnam distinguished between formal and informal network ties through which people connect to their communities. Formal ties include participation in organizations such as “political parties, civic associations, churches, unions, and the like (Putnam, 2000, p. 93), while the more frequent informal ties include a person’s friends (p. 93). Annen (2003) cautioned for the need to not simply rely on the measure of numbers of associational membership. In order to understand the value of a given stock of social capital issues, network structure and associational inclusiveness needs to be measured as well (p.461).

Informal associational membership- Putnam (2000) noted that individuals get together with friends twice as often as they attended organized meetings (p. 97). Coleman (1998) emphasized the value of both family social capital and community social capital on the production of human capital as measured by drop out rates of high school seniors.

Civicness-Paxton (1999) contended that in failing to make a link between theory and measurement, social capital researchers have sometimes incorrectly used indicators such as voting record to measure social capital. Paxton views voting records as an outcome of social capital, and not social capital itself (p.90).

Perceptions of trustworthiness-Putnam (2000) refers to “social trust” as opposed to “institutional trust” in his research (p.137). Putnam (1993) based his conclusion that social capital was on the decline in the United States on the statement: ““Some people say that you usually can trust other people. Others say that you must be wary in relations with people. Which is your view?””

Social Capital Scope

Micro level-The micro level of social capital is characterized by networks of horizontal relationships between individuals and households and their accompanying norms and values (Grootaert & van Bastelear, 2002, p.3).

Meso level-The meso level of social capital is made up of vertical and horizontal relationships. “Vertical associations are characterized by hierarchical relationships, and an unequal power distribution among members” (Grootaert & van Bastelear, 2001, p. 5).

Macro level- Figure 2.1 shows the relationship between the forms and scope of social capital ((Grootaert & van Bastelear, 2002, p.4). The Social Capital Assessment Tool, which was developed by Grootaert & van Bastelear (2002), as depicted in Figure 2.2, measured social capital on the lower two quadrants.

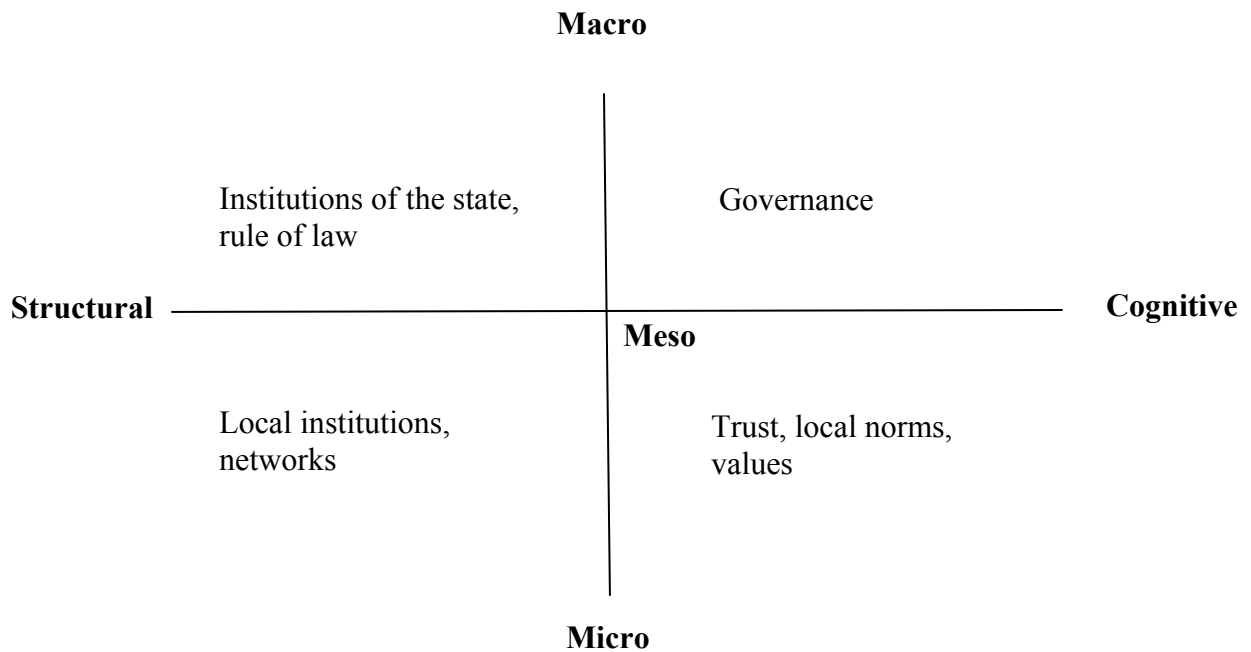


Figure 2.2 The Forms and Scope of Social Capital (Grootaert & van Bastalear, 2002, p.4)

Human capital measurement- Time spent in education is a common measure for human capital (Annen, 2003, 453). Coleman (1998) suggested that a family's human capital was approximately measured by the parent's educational attainment level (S109).

Financial capital measurement- Coleman (1998) noted that a family's financial capital was approximately measured by wealth or income (p.S109). Shaffer (2001) equated financial capital with credit (p. 15). Leo and Welsh (2003) operationalized financial capital as "household income and household network" (p. 159).

Physical capital measurement- Physical capital may include tools and machinery (Putnam, 2000), and community infrastructure. Curtis (2003) lists "water and waste systems, roads, bridges, bike paths, energy systems, and residential, commercial and other structures" (p. 88) as forms of physical infrastructure. Grootaert (2002) included home ownership and land owned or operated by the household relevant physical capital assets (p.60).

Natural capital measurement- At the macro level, forest cover may be calculated as a measure of national natural capital (Linddal, 2000). Quality of the environment may be directly measured providing indicators for air and water quality (NRTEE, 2003).

CHAPTER 3

METHODOLOGY

Purpose

This chapter describes the research questions, type of research, population, instrumentation, data collection and data analysis. The purpose of this study was to describe the existence of social capital in the Morazán community of Choluteca, Honduras.

Research Questions

The research questions of this study were:

5. What are the present levels of social capital?
6. What sources of social capital are being used in the community?
7. What are additional underused sources of social capital available to the community?
8. What is the relationship of social capital to other forms of capital in the community?

Type of Research

This study was a descriptive group survey research which described the existence of social capital in the Morazán community of Choluteca, Honduras. The study included the heads of households in the community. Information about the social, physical,

human, natural, and financial capital was obtained using the survey instrument developed for use in this project.

Population

The target population was the residents of the Morazán community of Choluteca, Honduras. According to the Honduras National Census (Instituto Nacional de Estadística (INE), 2001), there were a total of 153 occupied houses, having 768 inhabitants. According to city offices (catastro), in July 2004, the Morazán community consisted of 160 houses, with 795 inhabitants (L. Flores, personal communication, July 6, 2004).

The accessible population consisted of households in the Morazán community in which the heads of households were willing to respond to a household survey administered over a three week period from February 26-March 13, 2005. There were a total of 124 households (N=124) in the Morazán community. There were 122 houses (n=122) where a head of the house agreed to be interviewed. There were two cases (1.6%) where the head of the house refused to be interviewed. Several houses in the community were unoccupied at the time of the survey.

Instrumentation

The collection of necessary data was accomplished through the use of a questionnaire which was developed by the researcher to help answer the specific research questions listed in Chapter 1, and to address the problem statement and purpose of this research. The survey instrument was an adaptation of two established questionnaires developed by the United Nations Programme for Development's (UNDP) use in

Honduras, Central America, and the “Social Capital Assessment Tool” (SOCAT) (Grootaert & van Baselaer, 2002, p. 152-223). The UNDP instrument was first administered in 2002 and again in four communities of the department of Santa Barbara in October 2003 (p. 205). The instrument developed by the UNDP included a section on “culture and local development,” as well as the section on “social capital.” UNDP researchers developed a social capital index based on the results from questions on “formal associations, institutional trust, formal network index, informal network index, interpersonal trust and community solidarity” (UNDP, 2003, p. 206).

Items from the UNDP instrument were chosen since the instrument was developed in Honduras. A stated key objective of the SOCAT was “to contribute to the understanding of how community-, household-, and organization-level measures of social capital interact with other development indicators” (Krishna & Shrader, 2002, p. 24). In order to answer the research questions, modifications to the UNDP instrument were based on items adapted from the SOCAT (particularly the section involving the household survey) (Grootaert & van Baselear, 2002), on a review of the literature, the research questions, and the personal experience of the researcher.

In order to obtain feedback for proper design characteristics, the instrument was pre-tested according to Dillman’s four stages (Dillman, 2000, p. 140-147). The instrument was reviewed by a panel of five “knowledgeable colleagues and analysts”. A cover letter (Appendix A) was included with the instrument listing the purpose of the study and the study’s research questions as well as stressing the need to evaluate the instrument for validity and reliability.

Adjustments were made to the instrument taking into account the suggestions of the panel of experts. The questionnaire for the pilot study consisted of dichotomous (yes/no) questions in the following areas:

Demographics- The pilot study included a question asking the sex of the respondent.

Financial capital- The pilot study included two questions on financial capital. The heads of households were asked how much monthly income was earned by all members of the household. One question also asked if the head of household owned his/her own home, refrigerator, television, bicycle, automobile, motorcycle, radio, computer, and/or telephone.

Human capital- Questions were asked as to the availability of support within the community for education: availability of scholarships, variety of educational options, availability of study areas, availability of resource materials, and availability of tutors. Questions were asked concerning the condition and availability of health care within the community: access to doctors, emergency care, medicines, and preventive health care.

Social capital- The pilot study included a question where respondents were asked if they felt there was a worthwhile benefit from investments in relationships with members of their own household, neighbors, utility companies, governmental employees, fellow workers, and religious leaders.

The questionnaire for the pilot study contained three open-ended questions. The respondents listed the ages of all family members greater than or equal to eight years (school age) of age. In order to identify levels of human capital, there was a question

inquiring as to any informal education of the respondent. The survey asked one open-ended question asking the respondent to list all sources of income for the household.

There were a series of Likert-type questions throughout the questionnaire. There were sub-sections of Likert-type questions covering physical capital, financial capital, human capital, natural capital, and social capital. The instrument was checked for internal consistency using Cronbach's Alpha (.602).

In order to identify additional problems with the questionnaire, a pilot study was performed among 29 households in the Iberia community. The Iberia community is a neighboring community to the Morazán community and has similar characteristics to the Morazán community.

The instrument was given a final check by one person who had not previously participated in the pre-testing process in an attempt to assure that no errors had been missed in the design of the instrument. The instrument was revised as a result.

The structured, standardized instrument was developed to be administered by face-to-face interviews of all households in the community. The face-to-face method of administering the survey was chosen due to the high illiteracy rate, low telephone usage, and lack of postal service for delivery of the instrument within the community.

Structured, standardized questions were used in order to increase reliability. The survey was administered over a three week period (February 26-March 13, 2005) by 5 students from the Honduras National Autonomous University. The researcher oriented the students who were administering the survey in the procedures required for producing accurate and reliable results.

The questionnaire consisted of four main sections.

A. Introduction

The university students administering the survey instrument (Appendix B) introduced themselves to the head of household and gave a brief introduction to the purpose of the survey. Further explanations were given if the head of household asked for additional information as to the source or purpose of the survey. For accountability purposes, each student signed the questionnaire they administered, and the date of the interview was recorded.

B. Household Demographics

Household demographics were recorded. Questions on demographics included information as to marriage status, number of years of residence in the community, age, and gender of the respondent.

C. Levels of Capital

Physical capital- An inventory of community-level physical capital included questions #4-6 on opinions as to the most valued community infrastructure, the community infrastructure in most need of improvement, and the general condition of the community physical infrastructure.

Financial capital- The questionnaire included 5 questions (7-11) investigating the level of financial capital which existed in the community. Each head of household was asked questions concerning the sources of their income, the average monthly income, and limiting economic factors in the community, as well as an inventory of a checklist of items which they owned.

Natural capital- Heads of households in the Morazán community of Choluteca were asked (questions #12-15) concerning the existence of natural capital within the community. Questions were asked concerning the condition of the community natural capital and the respondent's personal involvement, as well as community involvement in natural resource conservation.

Human capital- Questions 16-19 asked about the non-formal educational level and quality of education in the community. (Household levels of formal education were recorded in the final section of the survey.) Questions 20 and 21 asked about quality of health in the community.

Social Capital

Cognitive dimensions of social capital- Questions 22-30 of the questionnaire assessed norms, issues of trust, solidarity, and conflict resolution. Questions 22, 23, and 25 addressed issues of trust. Question 24 asked about the respondent's participation in civic activities. Questions 26 and 27 were hypothetical questions related to community solidarity. Respondents were asked who they would turn to in times of disaster, and whether their neighbor would prefer working in cooperation with someone else. Question 28 asked about conflict resolution.

Structural dimensions of social capital-The questionnaire ended with a chart on which the interviewer recorded information on each household member over eight years of age. Categories included the sex, age, educational level (human capital), and the associational participation (structural social capital) of each household member over eight years old. The organizational type was recorded. The quality of participation of each

household member was assessed by asking their degree of participation, whether they were leaders in the organization, or if they were very active, more or less active, sometimes active, or not active in the organization.

Data Collection

Community leaders were contacted for the purpose of obtaining permission and support for the survey. On February 7, 2005, in a scheduled community meeting, the president of the Morazán community and attending members of the Morazán community governing body (“el patronato”) gave their approval for conducting the Community Capital Survey and offered to encourage community members to participate in the completion of the survey.

In order to diminish refusal rate, a short introduction was given to each respondent giving an overview the general purpose of the survey and informing the respondent of the length of the interview. Confidentiality of the survey was emphasized. Those who were either not at home or initially refused the interview were visited by a new interviewer one week after the initial attempt. In an attempt to obtain 100% response rate, a final follow-up interview was sought with the non-respondents two weeks after the initial interviews were done. The researcher was present in the community during the interview process in order to address any problems that the interviewers might encounter, and to collect the completed questionnaires. Approximately 25 minutes was required to complete each interview.

Data Analysis

Descriptive statistics using the *Statistical Package for the Social Sciences 13* (SPSS) were used to organize, analyze, and summarize the data collected in this study.

CHAPTER 4

RESULTS

Purpose

The purpose of this study was to describe the existence of social capital in the Morazán community of Choluteca, Honduras.

Objectives

In Chapter 1, four research questions were identified:

1. What are the present levels of social capital?
2. What sources of social capital are being used in the community?
3. What are additional underused sources of social capital available to the community?
4. What is the relationship of social capital to other forms of capital in the community?

Limitations

This study only researched the relationships of financial, human, natural, and physical capital with those of social capital. This research was based on a community-

wide household quantitative study which used proxies for measuring each of the forms of capital.

Population Sample Characteristics

The target population was heads of households of the Morazán community of Choluteca, Honduras. Characteristics of the population (n=122) included gender, years of residence in the community, and age. The sample was comprised of 72.1% female (Table 4.1) and over half (54.1%) of the respondents have lived in the community for more than 20 years (Table 4.2). The average age of the respondents was 42.6 years.

	Frequency	Percent
Gender		
Male	34	27.9
Female	88	72.1

Table 4.1: Gender of Heads of Households in the Morazán Community of Choluteca, Honduras.

	Frequency	Percent
Years lived in the community		
0-5 years	20	16.4
6-10 years	13	10.7
11-15 years	12	9.8
16-20 years	11	9.0
20+ years	66	54.1

Table 4.2: Number of Years Respondents Have Lived in the Morazán Community

Characteristics of Existing Social Capital

Researchers divide social capital into its forms and scope (Grootaert & van Bastalear, 2002; Hooghe & Stolle, 2003). This study of the Morazán community gathered data at the community level (scope) based on a community-wide household survey, which was conducted during February and March 2005. There are several similar terms used by researchers to describe the forms of social capital (Hooghe & Stoole, 2003; Grootaert & van Bastalear, 2002). In describing the characteristics of social capital, this study used terminology for the forms of social capital which was consistent with that of Grootaert and van Bastalear (2002). In this study, characteristics of the cognitive and structural social capital (forms) existing within the community were identified.

Cognitive Social Capital

Issues of Trust- Generalized trust (question #22) was measured by the question: “How much do people in the Morazán community trust others?” In order to avoid measuring a single indicator, the survey question was asked in three parts, covering family members, neighbors, and members from other communities. Institutional trust (question #23) was measured by the question: “How much do people trust the following institutions?”

A summary of the data gathered from two questions on interpersonal and institutional trust is included in Figure 4.1. With the exception of the church, institutions, including civic organizations, political parties, the municipal government, and the police, all ranked high in the negative range of not being trusted by the community. Individuals,

even those outside the community, were considered to be more trustworthy than most institutions.

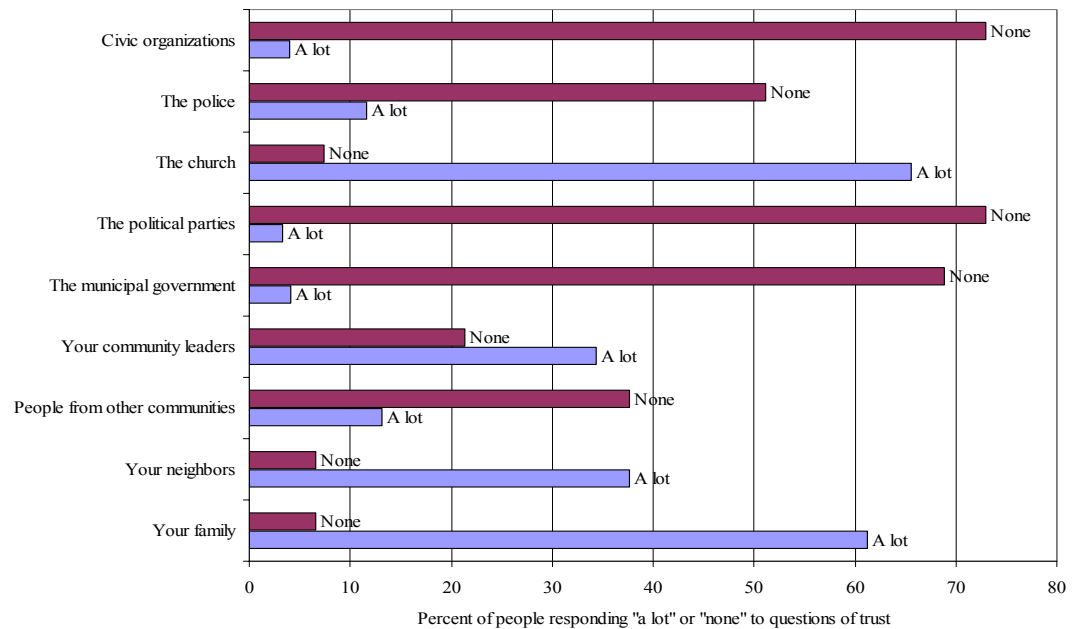


Figure 4.1: Interpersonal and Institutional Trust: Percentage of People Who Answered “a lot” or “none” to the Question, “How much do you trust the following?”

Question # 27 asked heads of households their opinions concerning how they thought their friends would collaborate with others when given the opportunity to form a farming partnership. Respondents were asked if their friends would rather farm a parcel of land with cattle by themselves, if they would choose to farm more than double the amount with a partner, or if they would prefer to work for a salary. Nearly 42% of the respondents (Figure 4.2) said that their friends would likely prefer to individually farm a proportionately smaller area with less cattle, than to work jointly with someone else or to work for a salary.

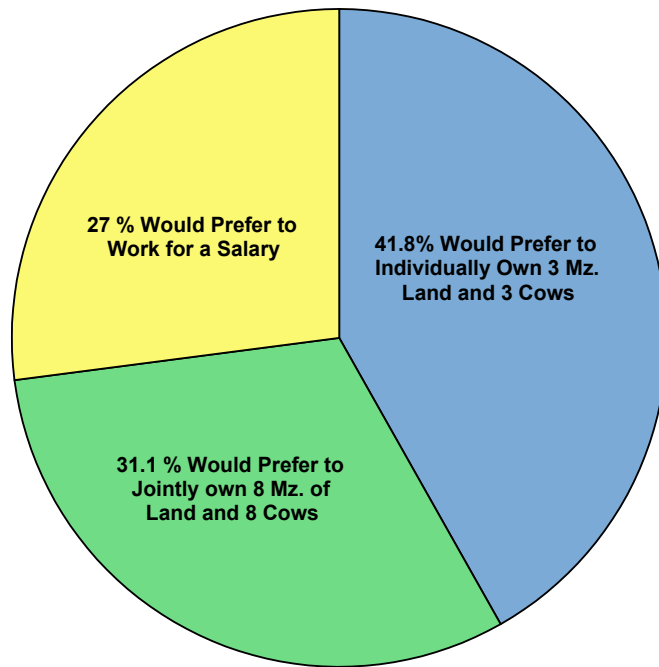


Figure 4.2: Community Preferences Towards Collaboration at Work

Community Norms- Community norms are a part of the cognitive form of social capital (Grootaert & van Bastalear, 2000). As one measure of community involvement, heads of households were asked to rate the frequency of their personal participation in various civic activities (question #24). Heads of households were more willing to donate resources towards community projects, instead of personally attending meetings, giving their time to projects, or voting (Figure 4.3).

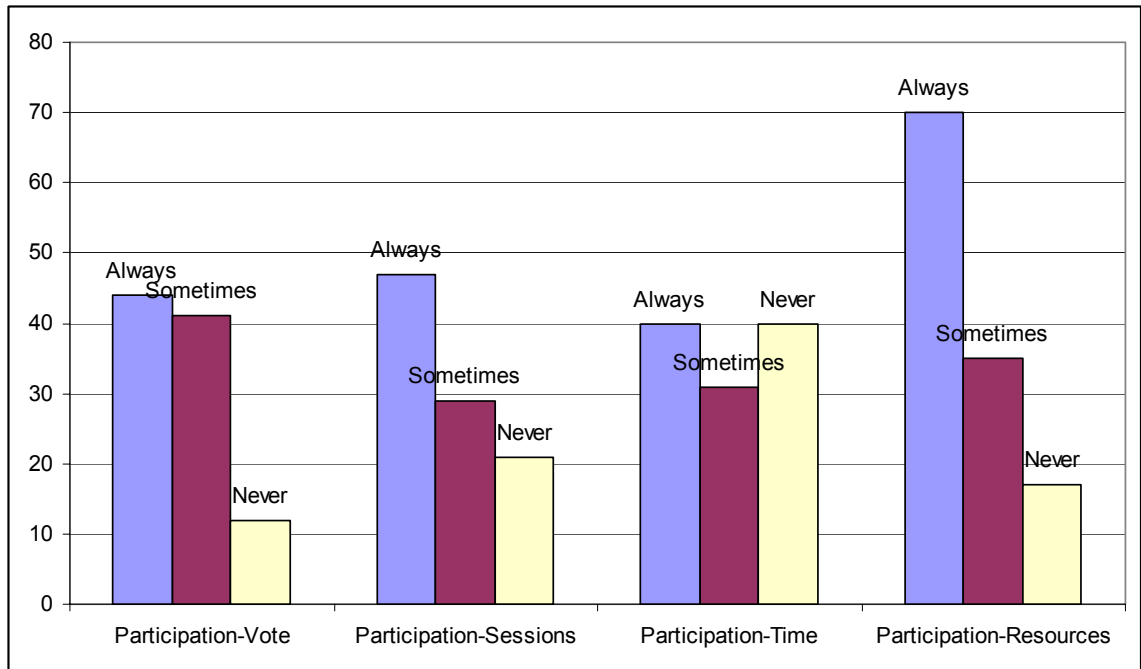


Figure 4.3: Respondents' Self-Evaluations of Participation in Various Community Activities

Structural Social Capital

Bonding Social Capital- Bonding social capital consists of the internal ties among actors who have common tastes and backgrounds, and shows up in the formal and informal associations of which those actors are members (Pretty, 2003, p.11). A chart was included in the survey asking respondents to name all organizations to which the household members above 8 years old belonged. There were a total of 237 reported organizational memberships (density=1.9 associational membership per household) among residents of the Morazán community (Figure 4.4). Religious groups of various denominations included two-thirds (66%) of all organizational memberships reported in the community.

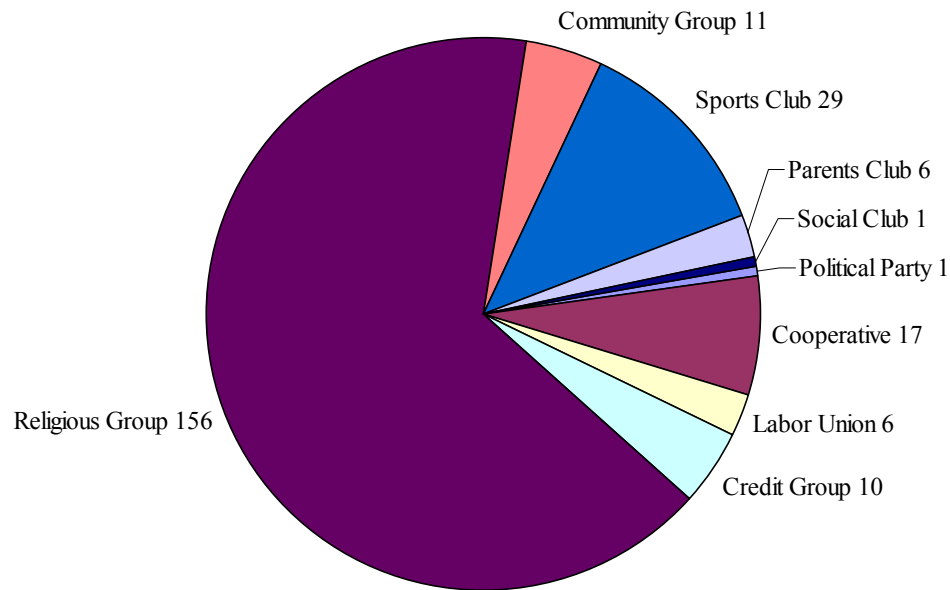


Figure 4.4: Reported Memberships in Organizations Among Members of the Morazán Community in Choluteca, Honduras

Bridging Social Capital- Bridging social capital consists of the links that the community has with those outside the community (Pretty, 2003, p.11). The community reported a low trust with outside institutions (Figure 4.1). Heads of households were asked if it was worth time investment in building relationships with religious leaders, co-workers, governmental representatives, and people working for public utilities (question #29). The response (Figure 4.5) showed a greater than 60% tendency towards saying “yes” to a willingness to invest in relationships with co-workers and religious leaders, but a greater than 50% tendency towards saying “no” to a willingness to make the effort to build relationships with outsiders.

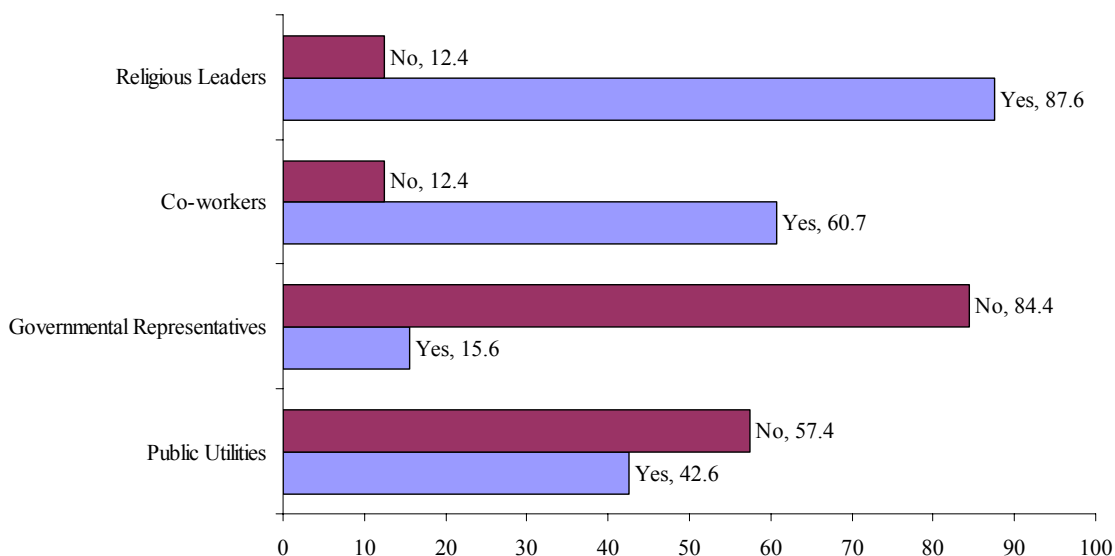


Figure 4.5: Responses of Heads of Households to the Question, “Was it worth while to build relationships with others?”

Heads of households in the Morazán community were asked who they believed would take charge in the community in the event of a natural disaster (question #26). Among the respondents (Table 4.2), 15% felt that each individual (person) would be on their own, 42.6% thought that individuals (neighbors, family, community) from the community would cooperate in resolving the situation, and 42.5% believed that local organizational leaders (local leaders, municipal government, religious organizations) would take charge.

“Who will take charge?”	Frequency	Percent
1 each person	18	15.0
2 neighbors help	14	11.7
3 family helps	11	9.2
4 community together	26	21.7
5 local leaders	12	10.0
6 municipal government	23	19.2
7 religious organizations	16	13.3
Total	120	100.0

Table 4.3: In the Event of a Natural Disaster: “Who will take charge”?

Linking Social Capital- Linking social capital involves vertical relationships that help the community with contacts which can bring in expertise and support from other organizations or agencies from outside the community. The Morazán community exhibited a reluctance to communicate with outside agencies (Figure 4.6). While over 60% of the respondents (question #18) said that they obtained information daily from family (63.1%) and neighbors (61.5%), nine out of ten (90.2%) of the respondents said that they never consulted an outside agency for information.

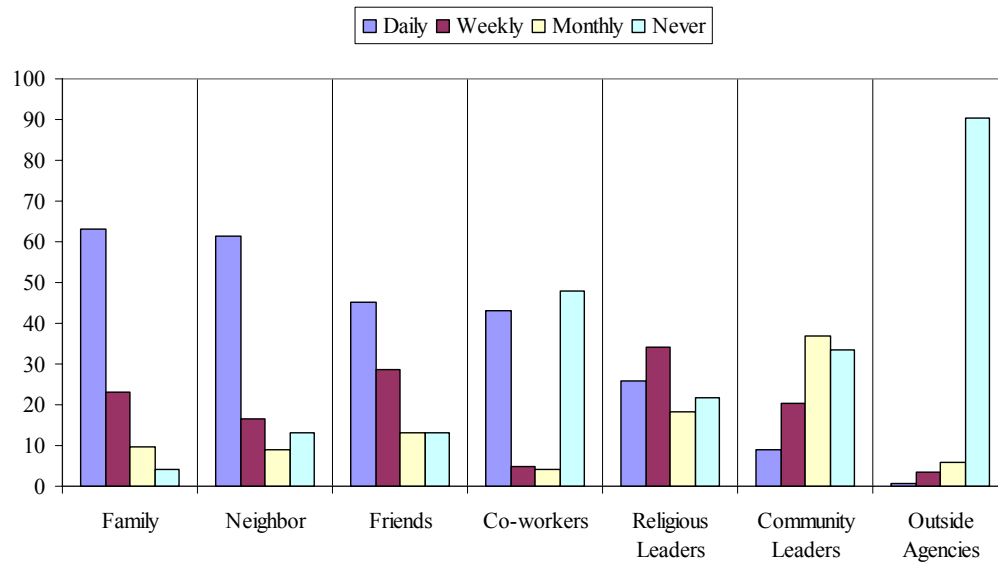


Figure 4.6: The Frequency Heads of Households Consult Others for Information

Sources of Social Capital

Shared Norms-As a source of social capital, generalized trust among community members was high (Figure 4.1). Institutions, as a source of social capital were not trusted to the same degree as individuals in the community.

Associations-The heads of households reported 237 organizational memberships among the Morazán community as a source of social capital. According to the responses of heads of household within the community, there is a variety of associational opportunities available. Among those listed were churches, sports clubs, cooperatives, community groups, labor unions, parents associations, political party activities, and at least one social club.

Family- Coleman (1988) noted the importance of family as a source of social capital. Heads of households of the Morazán reported that family, neighbors, friends, and co-workers were consulted on a regular basis as sources of information (Figure 4.6).

Government- Governmental sources of social capital were generally perceived in a negative light by community heads of households. The municipal government and politicians was not seen as trustworthy by the community.

Underused Sources of Social Capital

As with other forms of capital, social capital can be built, destroyed, or under-utilized. The social capital literature noted the importance of ties within the community, as well as ties outside the community (Pretty, 2003; Flora & Flora, 1995).

Educational institutions- The community did not hold a high level of trust for the educational institutions which existed (Figure 4.1). Over 41% of the respondents reported that they had no or little trust in the existing educational institutions.

Government- Putnam (2000) contends that governmental policies have often been the source of social capital destruction (p.281). In the Morazán community, there was little evidence to suggest that there were beneficial ties between the community and the government.

Relationship of Social Capital to Other Forms of Capital

Honesty, willingness to help others, and excessive self-interest are indicators commonly used in instruments measuring social capital. Community heads of households reported (question # 25) on their opinion of community level “self-interest”, “willingness to help others”, and “honesty”. When asked if people were generally interested only in their own self-interest, over 30% stated “always”, whereas over 45%

were willing to help others. Their belief that people are generally honest was supported by only 40% of the respondents.

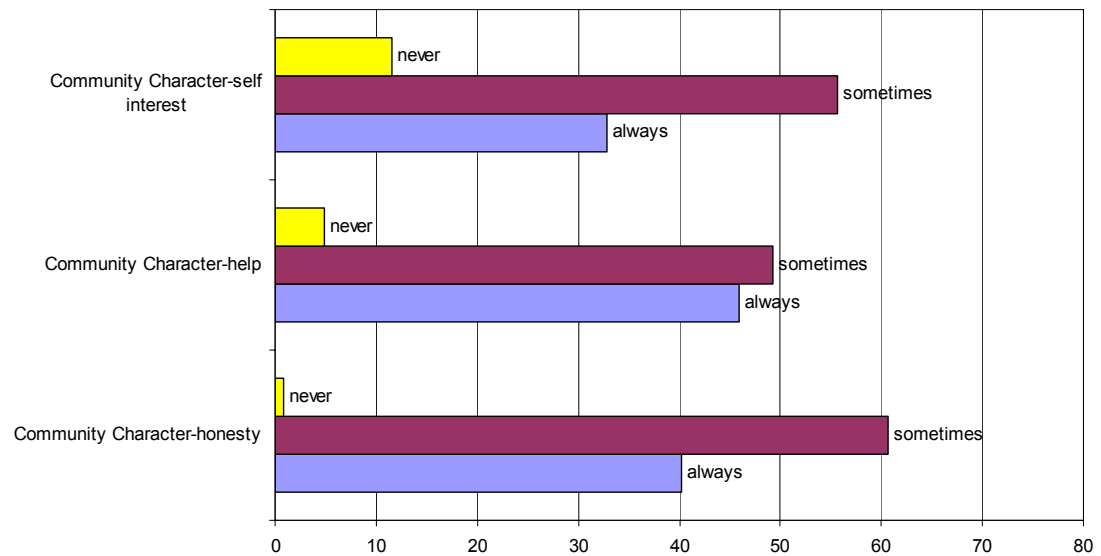


Figure 4.7: Community Perceptions of Social Capital Indicators

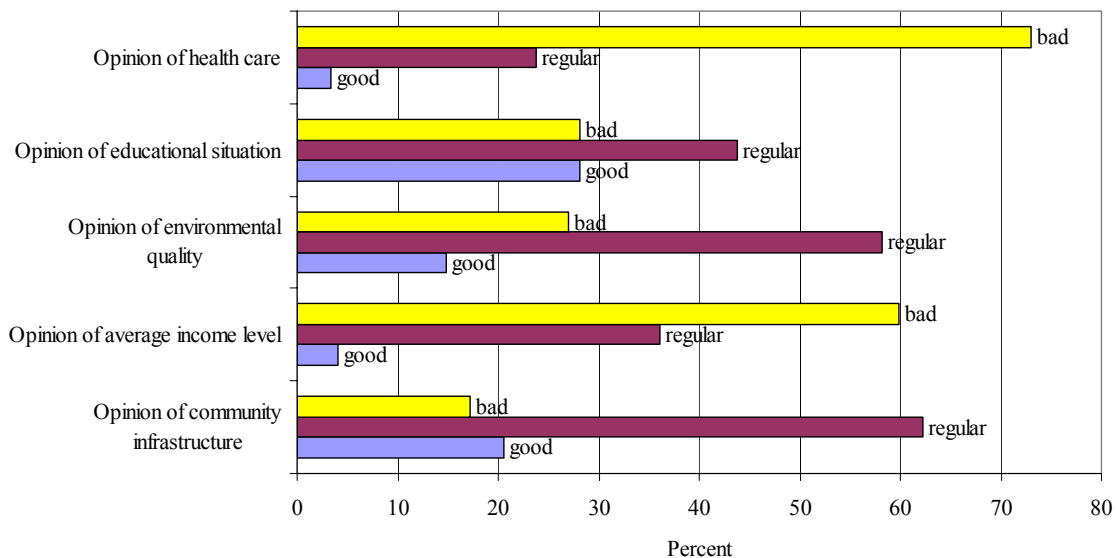


Figure 4.8: Community Perceptions of Existing Levels of Forms of Capital in the Morazán Community of Choluteca, Honduras

Physical Capital

Heads of households were asked which community asset they most valued.

Nearly 40% (39.3%) of the respondents valued their community sewage system above all other community physical assets (Table 4.3).

	Frequency	Percent
Streets	14	11.5
Bridges	11	9.0
community center	27	22.1
school classrooms	7	5.7
soccer field	7	5.7
Sewage system	48	39.3
Other	8	6.6
Total	122	100.0

Table 4.4: Most valued community assets

Financial Capital

According to The World Bank (2003), Honduras' per capita annual income is around \$920, which at the present rate would be approximately L. 1,440.00 (calculated at the rate of 18.75 Lempira/1 U.S. dollar). Over one third (35.2%) of the Morazán community household respondents reported a household income of between L. 501.00 and L. 2,000.00, with another third (34.4%) reporting a monthly income of between L. 2,001.00 and L. 4,000.00 (Table 4.4).

	Frequency	Percent
Less than L. 500	4	3.3
Between L. 501-2,000	43	35.2
Between L. 2,001-4,000	42	34.4
Between L. 4,000-8,000	25	20.5
Between L. 8,001-12,000	5	4.1
Greater than L. 12,000	3	2.5

Table 4.5: Community Monthly Household Income in Lempiras (Exchange rate=Lempira 18.75/1 US Dollar).

When heads of households of the Morazán community were asked their opinion of the current economic situation (question # 10), nearly 60% (Table 4.5) reported that the average income in the community was inadequate. The limiting factors to economic stability were reportedly: insufficient sources of jobs (78.2%), lack of assistance from outside the community (18.5%), and limited access to loans (3.4%) (question #9).

	Frequency	Valid Percent
1 inadequate	73	59.8
2 adequate	44	36.1
3 very good	5	4.1
Total	122	100.0

Table 4.6: Opinion of Limiting Economic Factors in the Morazán Community. Responses to the Question: “Which are the greatest economic limitations in the community?”

Member households of the Morazán community have accumulated financial assets in the form of home ownership and household possessions (Figure 4.9). A large majority of the households (80.3%) own their homes, and have a radio (91.8%) and/or television (82.8%) in their homes (question #11). A majority of the homes also have phones (54.1%), bicycles (64.8%), and/or refrigerators (59.0%). Less than 10% of the homes have their own automobile (9.0%) and/or computer (7%).

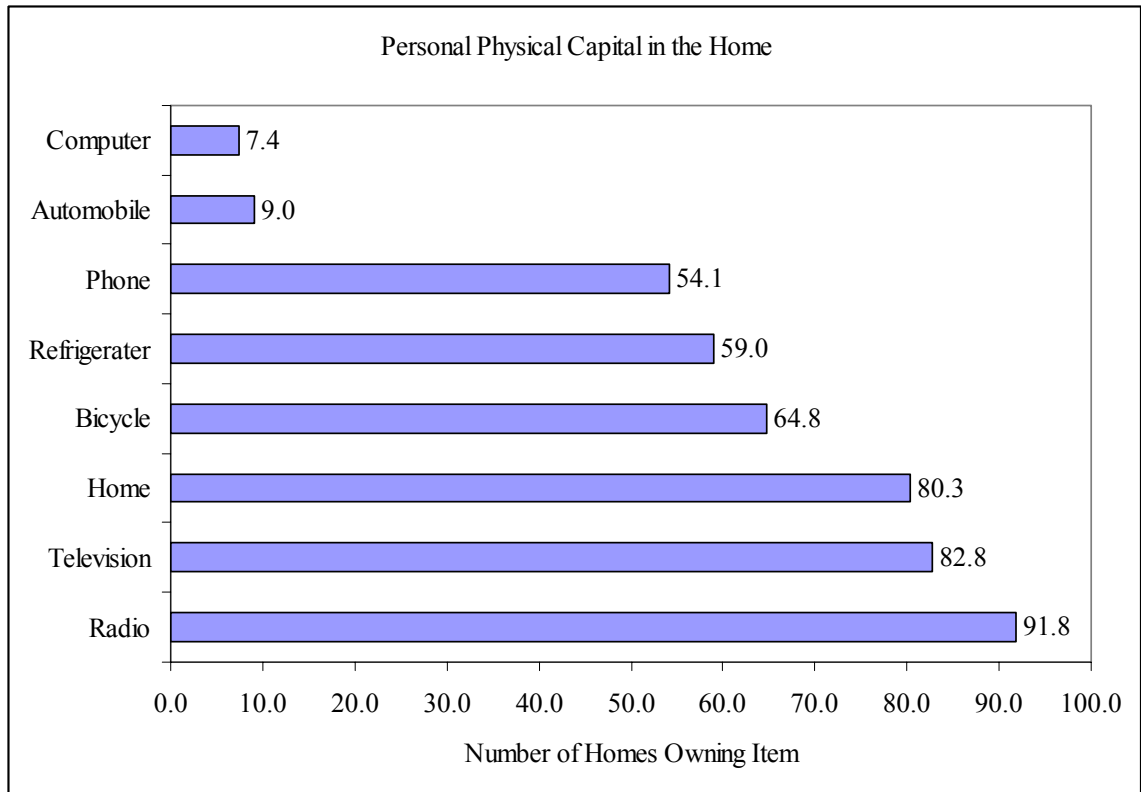


Figure 4.9: Morazán Community Household Ownership of Selected Items

Natural Capital

When asked to rate the environmental quality in the community, only 27 % of the respondents considered the present environmental situation to be “bad”, while a majority (58.2%) considered the community environmental quality to be “regular” or normal (question #15). Nearly half (47.5%) of the respondents do not participate in any form of natural capital construction or conservation (question #14), while nearly a third said that they participated in litter control (Figure 4.10).

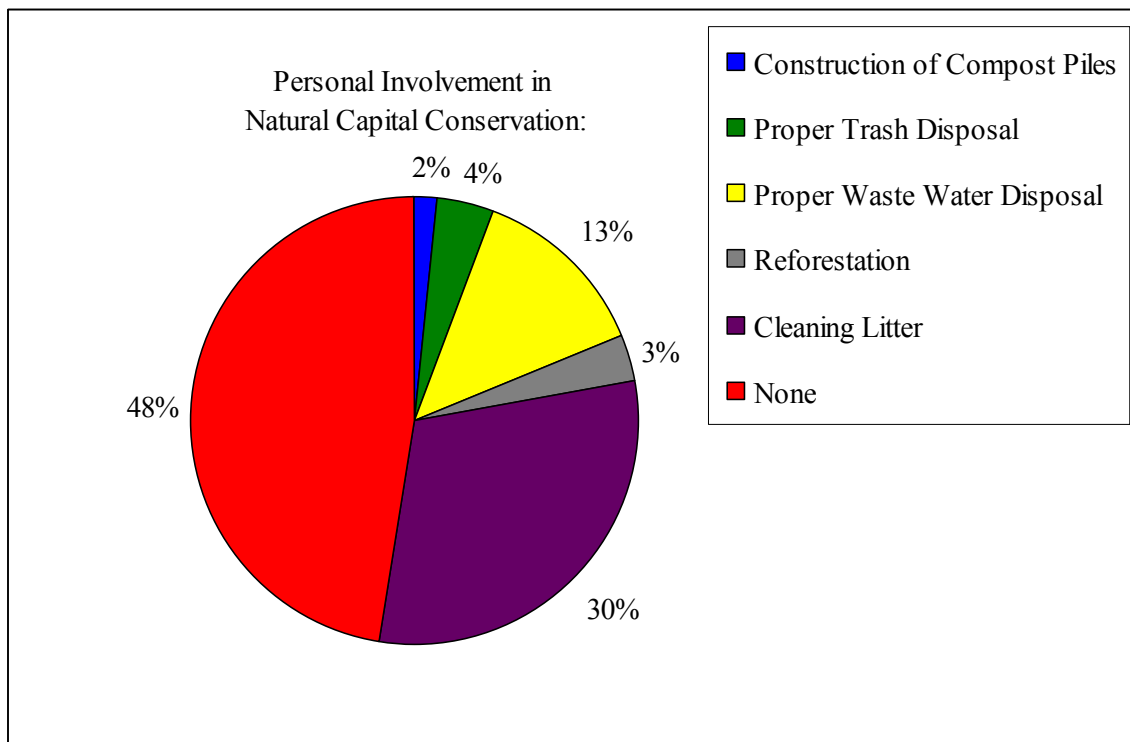


Figure 4.10: Percentage of Respondents Personally Involved in Particular Natural Capital Conservation Efforts Over the Past Year

Human Capital

Educational Level

Over half (54.1%) of the heads of households have completed primary school

(Table 4.6). More than 12% of the heads of households have no formal education.

Level of Education	Frequency	Percent
Not completed primary school	20	16.4
Completed Primary School	66	54.1
Completed Secondary School	36	29.5

Table 4.7: Educational Attainment Level of Heads of Households in the Morazán Community of Choluteca, Honduras

Health

Nearly three quarters (73%) of the heads of households responded that they felt that there was a poor quality of health care in the community. Over 90% felt that there was inadequate access to medicines (99.2%), emergency care (98.4%), physician care (97.5%), and preventive care (91.8%) (Figure 4.11).

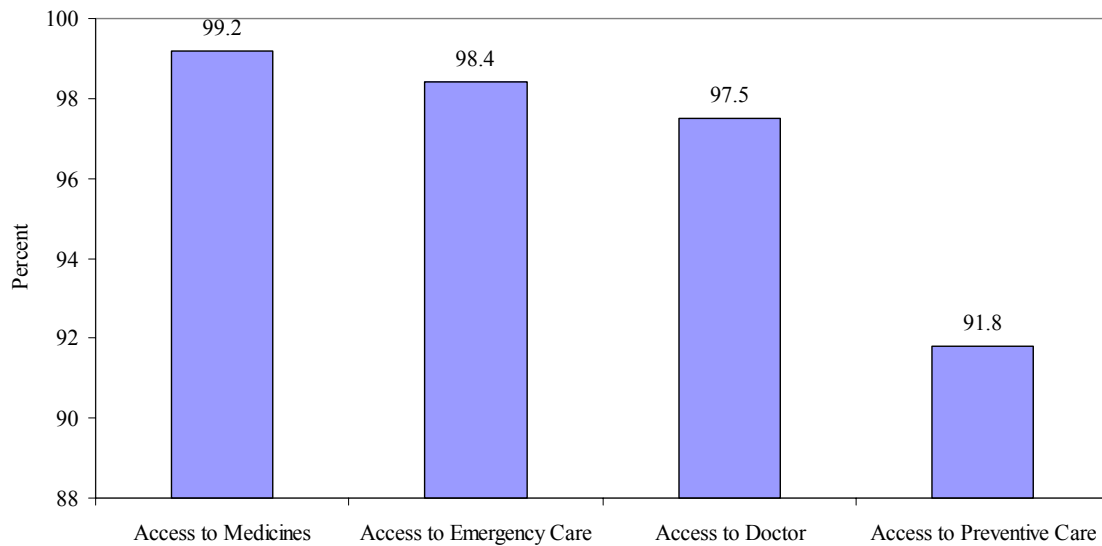


Figure 4.11: Morazán Community Opinion of Access to Health Care

CHAPTER 5

CONCLUSIONS

Summary

The purpose of this study was to describe the existence of social capital in the Morazán community in the southern Honduras city of Choluteca. A questionnaire was constructed to provide data for answering the objectives of the study. The data collected were used for measuring the levels of physical, financial, natural, human, and social capital which existed in the community. Sources of social capital within the community were identified and evaluated in order to properly maintain present sources of social capital, and to increase underused sources of social capital. The questionnaire was administered by university students during a three-week period in February and March, 2005.

Sample Characteristics

At the time of the survey, the Morazán community contained 124 occupied homes, of which two heads of households refused interviews (n=122). The two heads of households who refused interviews after three attempts may be very different from those who completed the interview.

Using a household survey, heads of households were interviewed. Demographic data were collected on the ages, gender, and number of years lived in the community. The average age of respondents was 42.6 years, 72.1% were females, and 51.4% had lived in the community for at least 20 years.

Conclusions and Implications

Gender- Community heads of households were disproportionately gender-slanted, with 72.1% being female. Possible reasons for encountering a larger proportion of female respondents may be due to the migration of the men in search of employment in other areas. Another possibility may be due to cultural issues within the community, with women being more willing to respond to the survey. Women may also be less willing, or may not have the opportunities that men would have, to form bridging and linking bonds with individuals and organizations from outside the community.

Age- The average age of the respondents was 42.6 years old. It would be expected that other age groups differ on their perceptions of the existing situation in the community. Younger residents of the community, for example, would likely have a different perspective on the existence of the various forms of capital. In particular, the youth would be more directly concerned about the availability of education and good jobs for the future. They may also be more interested in forming ties with the outside world, which could benefit them in the future.

Present levels of social capital- High levels of trust existed among community members, indicating a high level of bonding social capital within the community. People

trusted the church, their family, neighbors, and communities “a lot”. An ample supply of bonding social capital can be useful for interaction of community members with each other. In localities with high levels of bonding social capital, people may be willing to do favors for each other, such as loan items to family members or their neighbors, or to help each other in an emergency. However, there is also a potential “dark side” to communities with excessive levels of bonding social capital. The same relational bonds which unite community members can also be used to exclude outsiders.

There were low levels of both bridging and linking forms of social capital. The members of the community were less trusting of those from outside the community. There were high levels of institutional mistrust in the municipal government, political parties, the police, and civic organizations. People also expressed a reluctance to communicate with individuals who were not like themselves.

Low levels of bridging and linking forms of social capital limit a community’s potential for development. If a community does not maintain horizontal contacts or ties with other communities, or vertical contacts with agencies or organizations, they will not be able to avail themselves of valuable resources which these agencies or organizations might offer.

Members of the Morazán community expressed high levels of trust in religious organizations, which were also the largest grouping of associational memberships. When heads of households were asked if it was worth their effort to invest in relationships with certain groups of individuals, religious leaders received the strongest level of support,

when compared to workers with the public utilities, governmental representatives, and co-workers.

Sources of social capital being used in the community- There were a variety of options available for institutional sources of social capital within the community. Respondents reported that among community households there were a variety of options for associational memberships to community members.

Underused sources of social capital- This research found that the people of Morazán community in Choluteca, Honduras do not fully use the social capital resources that are available to them. There were a variety of types of associational opportunities listed as being available to community members (237 separate memberships). Heads of households also reported that people in the community were independent. They would rather work for a salary or work alone, instead of cooperating with others in a business relationship, even though it would potentially yield greater individual net returns.

Relationship of social capital to other forms of capital- Negative indicators of health care, education, environmental quality, income level, and community infrastructure were much higher than negative indicators for social capital. Over 70% of respondents considered health care conditions to be “bad”, while almost 60% viewed the average income level as “bad”.

Recommendations

It is assumed that social capital may be built. Efforts should be made to form additional bonds of trust within the community, and between the community and outside

agencies, as well as with other communities. A holistic approach to development needs to be incorporated in the Morazán community. Each form of existing community capital contributes to the effectiveness and efficiency of all other forms of capital.

The Morazán community is a close-knit community with high levels of trust among its members indicating a relatively strong stock of the bonding form of social capital. The community needs to develop and expand upon its already existing network of community contacts.

According to the inventory of the five forms of capital found in the Morazán community, extra-community social capital bonds were weak. The community would greatly benefit by forming stronger horizontal ties with members from other communities and by increasing vertical relationships with organizations outside the community. Bridging social capital could be increased by promoting interaction between communities. Events such as regional fairs, sports tournaments, joint church activities, and joint community business ventures could possibly be used to build trust across community lines.

The Morazán community benefited from a variety of existing associations. The quality of the associational memberships was not studied. Memberships in associations, especially those which cross formal community boundaries, could be encouraged. New associations could be formed, emphasizing the need for people to cooperate in working towards solving common problems. Development of a small-business association and credit unions which span formal community boundaries are possible options.

Similarly, the need for improved health care may be treated as an opportunity for cooperation among adjoining local communities. A regional clinic/hospital and accompanying preventive health care program could make use of volunteer community health workers to monitor health needs, teach people basic health care practices, and inform the community of available options for curative medical attention.

Heads of households expressed a low level of trust in the educational system. In order to increase both bridging and linking forms of social capital, the local educational institutions should be encouraged to involve the entire community in their programs. In particular, adult education programs could be expanded. The educational institutions could play a leading role in promoting awareness for environmental conservation.

Do no harm- It is difficult for outsiders to build bonds of trust in the Honduras culture. Though this research did not include qualitative research into the reasons why people felt that they could not trust outside organizations, it is likely that a lack of trust is based on actual negative experiences with outside organizations. Development organizations need to take particular care to not destroy existing levels of social capital.

The adage “Do no harm” is a basis for beginning to build bonds of trust in the community. Heads of households within the Morazán community expressed high levels of distrust in outside agencies, including the municipal government, police, and civil society. Community and municipal leaders need to be made aware of the negative image that heads of households have towards politicians, the police, and outsiders in general.

The entire community must be involved in the community development process. The community is more important than any particular project.

Due to the high level of trust that the church occupies, the community may benefit by involving church leaders in building relationships with outside agencies.

Recommendations for Further Study

Recommended changes in the survey instrument

Natural capital was difficult to measure by proxy. Future measurement of natural capital may include actual measurements of air, water, and reforestation quality, as well as better proxies for measuring attitudes and community participation in environmental conservation.

Heads of households, averaging 42.6 years old, were interviewed. Future research should include a broader cross-section of the population. A random sample including the various age groups within the community may provide a better comparison of true levels of social capital across the community.

Qualitative study

This study was a quantitative study. A follow-up qualitative study should be used for probing some of the suggestions resulting from this study. A qualitative study could be used to ask why people do not trust outsiders.

APPENDIX A

PANEL OF EXPERTS COVER LETTER-(English)

Dear,

Thank you very much for your willingness as a member of a panel of experts to review the instrument that I am using for my thesis. Please feel free to make any suggestions concerning any of the items and the appropriateness, clarity and scaling of those items.

Purpose

The purpose of this study is to describe the existence of social capital in the Morazan community of Choluteca, Honduras.

Research Questions

The questions for this study are:

What are the present levels of social capital?

What sources of social capital are being used in the community?

What are additional underused sources of social capital available to the community?

What is the relationship of social capital to other forms of capital in the community?

Sincerely,

Larry Overholt

APPENDIX B

PANEL OF EXPERTS COVER LETTER-(Spanish)

8 de octubre, 2,005

Estimado(a) ,

Muchas gracias por su voluntad como miembro del group de expertos en revisar este instrumento que estoy preparando para mi tesis. Tengan la voluntad por favor de darme sus sugerencias sobre la conveniencia, claridad, y la la escala, de las declaraciones.

Proposito

El proposito de este estudio es de describir la existencia del capital social en el barrio Morazan en Choluteca, Honduras.

Interrogantes

Los interrogantes del estudio son:

- ¿Cuantos son los niveles presente del capital social?
- ¿Cuales son los fuentes activos del capital social en la comunidad?
- ¿Cuales son los fuentes no aprovechado del capital social en la comunidad?
- ¿Cual es la relación del capital social con otras formas de capital en la comunidad?

Sinceramente,

Lorenzo Overholt

APPENDIX C
“Community Capital Survey”

"Community Capital Survey"

Place of Residence _____ Community: _____ Municipal: _____ Department/State: _____
 Interview Date _____ Day: _____ Month: _____ Year: _____
 Male ☐ Female ☐ head of household

A. Introduction (by the interviewer)

Hello. My name is: _____ (Name of interviewer)

We are conducting a study which will be used to evaluate the current community situation. We would like to ask you a few questions which will take about 20 minutes for you to answer. The information which you give us will be treated **confidentially**.

B. Demographic Information

1. What is your marital status? (place an "X" beside the correct category in the space provided)

1.) married _____ 2.) widowed _____ 3.) divorced _____ 4.) never married, single _____ 5.) living together _____

2. How long have you lived in the community (years)? (Place an "X" beside the appropriate answer below.)

1.) 0-5 years _____ 2.) 6-10 years _____ 3.) 11-15 years _____ 4.) 16-20 years _____ 5.) more than 20 years _____

C. Inventory of Existing Capital

I. Physical Capital

I would like to ask some questions about the condition of the physical capital which exists in the community.

4. In your opinion, among the community infrastructure assets, which of the following is the **most valuable**?

- | | | | |
|----------------------|-------|---------------------------|-------|
| a. Streets | _____ | e. Sport field | _____ |
| b. Bridges | _____ | f. Park areas | _____ |
| c. Community center | _____ | g. Sewage system | _____ |
| d. School classrooms | _____ | h. Other (Note any other) | _____ |

5. In your opinion, which of the following community physical assets is in **most urgent** need of improvement?

- | | | | |
|----------------------|-------|---------------------------|-------|
| a. Streets | _____ | e. Sport field | _____ |
| b. Bridges | _____ | f. Park areas | _____ |
| c. Community center | _____ | g. Sewage system | _____ |
| d. School classrooms | _____ | h. Other (Note any other) | _____ |

6. How would you rate the general condition of the community infrastructure? (Place an "X" after the most suitable answer.)

1. good _____ 2. average _____ 3. poor _____

II. Financial Capital

7. What are the sources of income for your household? (list all, including salary, rent, pensions, gifts, and remittances, etc.):

8. What is approximate monthly income for your household?

- | | | |
|---------------------------------|----------------------------------|--------------------------------|
| 1. Less than L. 500 _____ | 2. Between L. 501-2000 _____ | 3. Between L. 2001-4,000 _____ |
| 4. Between L. 4,001-8,000 _____ | 5. Between L. 8,001-12,000 _____ | 6. More than 12,001 _____ |

9. What are the **greatest** economic limitations in the community?

1. insufficient jobs _____

2. inadequate banking facilities for savings accounts _____

(Place an "X" beside the most appropriate response.)

3. Limited access to loans _____
4. Lack of support for outside development agencies _____

10. In your opinion, the overall economy of the community is:

1. inadequate _____
2. adequate _____
3. very good _____

11. Which of the following items do you own?

	Yes	No
a. House	1. _____	2. _____
b. Television	1. _____	2. _____
c. Refrigerator	1. _____	2. _____
d. Bicycle	1. _____	2. _____
e. Automobile	1. _____	2. _____
f. Motorcycle	1. _____	2. _____
g. Radio	1. _____	2. _____
h. Computer	1. _____	2. _____
i. Telephone	1. _____	2. _____

III. Natural Capital

12. Of the practices for improving environmental quality in the community, which of the following are being done in your community (*Place an x beside the applicable responses*)

1. erosion control _____
2. construction of compost piles _____
3. proper trash disposal _____
4. proper sewage disposal _____
5. reforestation _____
6. collecting litter from the streets _____
7. control of air quality _____
8. None _____

13. What do you consider to be the most serious environmental problem in the community?

1. soil erosion _____
2. destruction of organic matter _____
3. collection and disposal of trash _____
4. proper sewage treatment _____
5. deforestation _____
6. litter in the streets _____
7. air quality _____

14. Of the practices for improving environmental quality in the community, which of the following practices have you personally participated in?

1. erosion control _____
2. construction of compost piles _____
3. proper trash disposal _____
4. proper waste water disposal _____
5. reforestation _____
6. collection of litter from the streets _____
7. air quality control _____
8. None _____

15. In your opinion, the environmental situation in your community is generally:

- a. good _____
- b. average _____
- c. poor _____

IV. Human Capital-Education

16. Which of the following educational activities are available to the community? (Place an "x" in the appropriate column)	1. scholarships	Yes	No
	2. a variety of educational opportunities		
	3. study areas		
	4. resource materials		
	5. tutors or mentors for students who need help		

17. In your opinion, educational accessibility in the community is: 1. good _____ 2. average _____ 3. poor _____

18. How often do you consult the following sources for information?	Daily	Weekly	Monthly	Never
a. Your family	1. _____	2. _____	3. _____	4. _____
b. Your friends	1. _____	2. _____	3. _____	4. _____
c. Your neighbors	1. _____	2. _____	3. _____	4. _____
d. Community leaders	1. _____	2. _____	3. _____	4. _____
e. Religious leaders	1. _____	2. _____	3. _____	4. _____
f. Fellow workers	1. _____	2. _____	3. _____	4. _____
g. The Internet	1. _____	2. _____	3. _____	4. _____
h. The Television	1. _____	2. _____	3. _____	4. _____
i. The Radio	1. _____	2. _____	3. _____	4. _____
j. The Newspaper	1. _____	2. _____	3. _____	4. _____
k. Governmental and non-governmental agencies	1. _____	2. _____	3. _____	4. _____

19. What informal educational skills have you learned? _____

Health

20. In the area of community health, are you in agreement with the following statements?		Yes	No
	a. There is access to physicians.	1.	2.
	b. There is access to medical attention.	1.	2.
	c. There is access to medicines	1.	2.
	d. There is access to preventive health care.	1.	2.

21. In your opinion, the general health situation in the community is:

a. good _____ b. average _____ c. poor _____

V. Social Capital

	None	Very Little	Some	A Lot
22. How much trust do community members have in others?				
a.) members of their own families.	a.	b.	c.	d.
b.) neighbors.	a.	b.	c.	d.
c.) members of other communities.	a.	b.	c.	d.

	None	Very Little	Some	A Lot
23. How much trust do community members have in the following institutions?				
a.) Community leaders	a.	b.	c.	d.
b.) the municipal government	a.	b.	c.	d.
c.) political parties	a.	b.	c.	d.
d.) the church	a.	b.	c.	d.
e.) the police	a.	b.	c.	d.
f.) educational institutions	a.	b.	c.	d.
g.) civic organizations	a.	b.	c.	d.

	None	Very Little	Some	A Lot
24. What is your level of participation in the following activities?				
a.) vote in political elections	a.	b.	c.	d.
b.) meetings of community interest	a.	b.	c.	d.
c.) donation of your time to community projects	a.	b.	c.	d.
d.) donation of your resources to community projects	a.	b.	c.	d.

25. What is your opinion of the following statements concerning the community?	Always	Some-Times	Never
a.) the people are generally honest	a.	b.	c.
b.) people voluntarily help one another	a.	b.	c.
c.) people generally fulfill their interpersonal obligations	a.	b.	c.
d.) you need to be careful or people will take advantage of others	a.	b.	c.
e.) people cooperate to solve community problems	a.	b.	c.
f.) people are interested only in their own well-being	a.	b.	c.
g.) you can always find someone willing to help you when needed	a.	b.	c.

26. In the event of a natural disaster such as a drought or flood in the community, who do you think would most likely take charge in resolving the situation?	1. Each person will take charge of their own problems.
	2. Neighbors will help one another.
	3. The family will help.
	4. The entire community will work together.
	5. Local leaders will become involved.
	6. The municipal government will take charge.
	7. Religious organizations will take charge.

27. Suppose that your friend in the community had the following alternatives: Which would your friend prefer?

- a. Own three manzanas (land measure) of ground and personally cultivate the land/ own three cows and have personal use of them. a. _____
- b. Be a co-owner of 8 manzanas (land measure) of ground and cultivate the land jointly/ be a co-owner of 8 cows with another person and share the income from them. b. _____
- c. Be a salaried worker. c. _____

28. Normally, how are conflicts resolved between neighbors? (select one)

- a. People resolve their differences among themselves. _____
- b. Family members or others who live in the home intervene. _____
- c. Neighbors intervene. _____
- d. Community leaders get involved. _____
- e. Religious leaders mediate. _____
- f. Legal authorities mediate. _____

29. Do you feel that you benefit from investing effort in the following relationships?

	Yes	No
With members of your household	1.	2.
With neighbors	1.	2.
With public utility employees	1.	2.
With governmental officials	1.	2.
With fellow workers	1.	2.
With religious leaders	1.	2.

30. Other than at work, how often do you dedicate time with persons:

	Daily	Several times weekly	Several times monthly	Several times yearly	Almost never
a. Who you do not know well.					
b. Who come from a community different than your own.					
c. Who have a lifestyle differing from your own.					
d. Who are members of a religion other than your own.					
d. Who belong to a political party other than your own.					

Household Human Capital

(Fill out this form including all household members above the age of 8 years old.)

Formal Education	<u>In Column "A",</u> list all members of the household including the head of household as #1.
	<u>In Column "B",</u> note the age of each person.
	<u>In Column "C",</u> what is the formal educational level of each household member? (Use the following code) 1. does not read or write, No formal studies 2. Reads and writes, No formal studies 3. Primary school incomplete 4. Primary school completed 5. Secondary school incomplete 6. Secondary school completed 7. University studies incomplete 8. University studies completed 9. Other formal education (note below)

Sources of Social Capital (Organizations)	<u>In Column "D",</u> list the organizations to which each member of the household belongs.
	<u>In Column "E",</u> note the type of organization of each membership that was listed in column "D". (Write the corresponding number in the table below.) 1. Political party 6. Community group 2. Cooperative 7. Sport club 3. Labor union 8. Parent's association 4. Credit group 9. Other (list in the table below) 5. Religious group
	<u>In Column "F",</u> Note the degree of organizational participation.
	1. Leader 2. Very active 3. More or less active 4. Occasionally active 5. Inactive

A Gender	B Age	C Educational Level	D Name of Organization	E Type of Organization	F Degree of Participation
31. M ☐ F ☐					
<i>Do not use this space.</i>					
32. M ☐ F ☐					
<i>Do not use this space.</i>					
33. M ☐ F ☐					
<i>Do not use this space.</i>					
34. M ☐ F ☐					
<i>Do not use this space.</i>					
35. M ☐ F ☐					
<i>Do not use this space.</i>					
36. M ☐ F ☐					
<i>Do not use this space.</i>					
37. M ☐ F ☐					
<i>Do not use this space.</i>					
38. M ☐ F ☐					
<i>Do not use this space.</i>					

APPENDIX D

“Encuesta Sobre Capital”

"Encuesta Sobre Capital"

Lugar de Residencia Barrio: _____ Municipio: _____ Departamento: _____
Fecha de Entrevista Día: _____ Mes: _____ Año: _____
Jefe ☐ Jefa ☐ de casa

A. Introducción (por parte del encuestador)

Hola. Mi nombre es: _____ (Nombre del encuestador)

Estamos conduciendo un estudio el cual será utilizado para evaluar la situación presente en la comunidad. Quisiera hacerle algunas preguntas. Ocuparíamos mas o menos unos 20 minutos para responderlas. La información resultante será tratada **confidencialmente**.

B. Datos demográficos

1. ¿Cuál es su estado civil? (ponga un "x" en el espacio provisto bajo la categoría apropiada)

1.) casado(a) _____ 2.) viudo(a) _____ 3.) divorciado(a) _____ 4.) nunca casado(a) soltero(a) _____ 5.) Unión Libre _____

2. ¿Cuanto tiempo ha vivido en la comunidad (años)? (Poner solamente una "X" después de la alternativa que más le parece.)

1.) 0-5 años _____ 2.) 6-10 años _____ 3.) 11-15 años _____ 4.) 16-20 años _____ 5.) más de 20 años _____

C. Inventario de Capital

I. Capital Físico

Quisiera hacerle algunas preguntas acerca de la condición del capital físico en la comunidad.

4. Observando la infraestructura de la comunidad, en su opinión, ¿cual es el activo físico **más valioso** de la comunidad?

- | | |
|---------------------------|-------------------------------------|
| a. Calles _____ | e. campo del fútbol _____ |
| b. Puentes _____ | f. áreas verdes _____ |
| c. centro comunal _____ | g. sistema de aguas negras _____ |
| d. aulas de escuela _____ | h. otro (anotelo si hay otro) _____ |

5. En su opinión, ¿cuál de los siguientes activos físicos es **más urgente** mejorar en su barrio?

- | | |
|---------------------------|----------------------------------|
| a. Calles _____ | e. campo del fútbol _____ |
| b. Puentes _____ | f. áreas verdes _____ |
| c. centro comunal _____ | g. sistema de aguas negras _____ |
| d. aulas de escuela _____ | h. Otro _____ |

6. Clasifique la infraestructura general del barrio. (Poner solamente **una** "X" después de la alternativa que más le parece.)

1. buena _____ 2. regular _____ 3. mala _____

II. Capital Economico

7. ¿Cuáles son las fuentes de ingresos economicas para su hogar? (lista: incluyendo salario, renta, pensiones, regalos, remesas, etc.) Otros: _____

8. Aproximadamente, ¿cuánto es el ingreso economico **mensual** para su hogar?

- | | | |
|-------------------------------|--------------------------------|------------------------------|
| 1. Menos de L. 500 _____ | 2. Entre L. 501-2000 _____ | 3. Entre L. 2001-4,000 _____ |
| 4. Entre L. 4,001-8,000 _____ | 5. Entre L. 8,001-12,000 _____ | 6. Mas de 12,001 _____ |

9. ¿Cuáles son las limitaciones económicas **mas grandes** que hay en la comunidad?

- | | |
|---|---|
| (Poner solamente una "X" después de la alternativa que más le parece.) | 1. escasas fuentes de trabajo _____ |
| | 2. instalaciones de actividades bancarias inadecuadas para los cuentas de ahorros _____ |
| | 3. acceso limitado a los préstamos _____ |
| | 4. falta de la ayuda de agencias externas de desarrollo _____ |

10. En su opinión, el promedio económica del Barrio Morazan es:

- | | | |
|---------------------|-------------------|--------------------|
| 1. inadecuado _____ | 2. adecuado _____ | 3. muy bueno _____ |
|---------------------|-------------------|--------------------|

11. ¿Cuál de los siguientes enseres posee usted?

- | | Si | No |
|-------------------|----------|----------|
| a. Su propia casa | 1. _____ | 2. _____ |
| b. Televisor | 1. _____ | 2. _____ |
| c. Refrigeradora | 1. _____ | 2. _____ |
| d. Bicicleta | 1. _____ | 2. _____ |
| e. automóvil | 1. _____ | 2. _____ |
| f. motocicleta | 1. _____ | 2. _____ |
| g. radio | 1. _____ | 2. _____ |
| h. computadora | 1. _____ | 2. _____ |
| i. teléfono fijo | 1. _____ | 2. _____ |

III. Capital Natural

12. De las siguientes prácticas, ¿cuáles se están haciendo **la comunidad** para mejorar las condiciones ambientales? (Ponga un "x" a lado las respuestas)

1. control de erosión _____
2. construyendo aboneras _____
3. disposición apropiada de basura _____
4. disposición apropiada de aguas negras _____
5. reforestación _____
6. limpieza de basura en la calle _____
7. control de la contaminación atmosférica _____
8. Ninguno _____

13. Segun su criterio ¿cuál es el problema ambiental más grave en la comunidad? (Ponga un "x" a lado de la alternativa que según usted es el **MAYOR** problema)

1. erosión del suelo _____
2. destrucción de la materia orgánica _____
3. colección y disposición de la basura _____
4. tratamiento apropiados de las aguas negras _____
5. deforestación _____
6. basura en la calle _____
7. calidad del aire _____

14. De las siguientes actividades, ¿en cuáles ha participado **usted personalmente** durante el último año? (Ponga un "x" a lado las respuestas)

1. control de erosión _____
2. construyendo aboneras _____
3. disposición apropiada de basura _____
4. disposición apropiada de aguas negras _____
5. reforestación _____
6. limpieza de basura en la calle _____
7. control de la contaminación atmosférica _____
8. Ninguno _____

15. En su opinión, la situación ambiental en general del Barrio Morazan está:

- | | | |
|----------------|------------------|---------------|
| a. buena _____ | b. regular _____ | c. mala _____ |
|----------------|------------------|---------------|

IV. Capital Humano-Educación

		Si	No
16. ¿Cuales de los siguientes activos educativos están disponibles para la comunidad? (Ponga un "x" a lado las respuestas)	1. becas		
	2. variedad de opciones educativas para la comunidad		
	3. áreas para hacer sus tareas		
	4. materiales recurso para los estudiantes		
	5. tutores o mentores para los estudiantes que necesitan ayuda		

17. En su opinión, accesibilidad a la educación en la comunidad del Barrio Morazan está: 1. buena _____ 2. regular _____ 3. mala _____

18. ¿Con que frecuencia consulta usted las siguientes fuentes de información?	Diariamente	2. Cada Semana	3. Cada Mes	4. Nunca
a. Su familia	1. _____	2. _____	3. _____	4. _____
b. Sus amigos	1. _____	2. _____	3. _____	4. _____
c. Sus vecinos	1. _____	2. _____	3. _____	4. _____
d. Líderes de la comunidad	1. _____	2. _____	3. _____	4. _____
e. Líderes religiosos	1. _____	2. _____	3. _____	4. _____
f. Compañeros de trabajo	1. _____	2. _____	3. _____	4. _____
g. El Internet	1. _____	2. _____	3. _____	4. _____
h. La Televisión	1. _____	2. _____	3. _____	4. _____
i. La Radio	1. _____	2. _____	3. _____	4. _____
j. El Periodico	1. _____	2. _____	3. _____	4. _____
k. Las agencias (gubernamentales y no-gubernamentales)	1. _____	2. _____	3. _____	4. _____

19. ¿Qué oficios ha aprendido fuera del aula formal? _____

Salud

	Si	No
20. En cuanto a la situación de salud en la comunidad, ¿qué opina usted de las siguientes afirmaciones?		
a. Hay acceso a médicos.	1.	2.
b. Hay atención de emergencia.	1.	2.
c. Hay acceso a medicamentos.	1.	2.
d. Hay acceso a la educación e información sobre salud de manera preventiva.	1.	2.

21. En su opinión, la situación de la salud en el Barrio Morazan está generalmente:

a. buena _____ b. regular _____ c. mala _____

V. Capital Social

		Nada	Poca	Algo	Bastante
22. ¿Qué tanta confianza tienen las personas del Barrio Morazan con otros?	a.) con miembros de su propia familia.	a.	b.	c.	d.
	b.) con sus vecinos.	a.	b.	c.	d.
	c.) con miembros de otras comunidades.	a.	b.	c.	d.

		Nada	Poca	Algo	Bastante
23. Que tanta confianza tienen las personas con las siguientes instituciones?	a.) El Patronato del barrio	a.	b.	c.	d.
	b.) el gobierno municipal	a.	b.	c.	d.
	c.) partidos políticos	a.	b.	c.	d.
	d.) la iglesia	a.	b.	c.	d.
	e.) policia	a.	b.	c.	d.
	f.) las escuelas/colegios/universidades	a.	b.	c.	d.
	g.) organizaciones cívicas	a.	b.	c.	d.

		Nada	Poca	Algo	Bastante
24. ¿Participa usted en algunas de las siguientes actividades?	a.) votar en las elecciones politicas.	a.	b.	c.	d.
	b.) reuniones sobre asuntos de interés común del barrio.	a.	b.	c.	d.
	c.) donación de su tiempo en los proyectos comunitarios.	a.	b.	c.	d.
	d.) donación de sus recursos economicos en los proyectos comunitarios.	a.	b.	c.	d.

25. ¿Qué opina de las siguientes afirmaciones respecto al Barrio Morazán?	Siempre	Algunas Veces	Nunca
a.) la gente es generalmente honesta.	a.	b.	c.
b.) la gente ayuda uno al otro voluntariamente.	a.	b.	c.
c.) la gente cumple generalmente sus obligaciones interpersonales.	a.	b.	c.
d.) tiene que tener cuidado o la gente se aprovechará de usted.	a.	b.	c.
e.) la gente coopera para solucionar problemas de la comunidad.	a.	b.	c.
f.) la gente está interesada solamente en su propio bienestar.	a.	b.	c.
g.) usted puede encontrar siempre a alguien que le ayude cuando usted lo necesita.	a.	b.	c.

26. ¿En caso de un desastre natural tal como una sequía o una inundación en el barrio, quién cree usted sea el **más probable** para tomar la carga de resolver la situación? (Marca con un "x" la respuesta más probable.)

1. Cada persona individual tomará la carga de sus propios problemas.	_____
2. Los vecinos ayudarán uno al otro.	_____
3. La familia ayudará.	_____
4. La comunidad entera trabajará junta.	_____
5. Los líderes locales se involucrarán.	_____
6. El gobierno municipal tomará la carga.	_____
7. Las organizaciones religiosas tomarán de la carga.	_____

27. Suponga que un **amigo** suyo en la comunidad tiene las siguientes alternativas: ¿Cual prefiría su amigo?

- a. Ser propietario de 3 manzanas de tierra y cultivarlas él mismo/ Tener 3 vacas y aprovecharlas él mismo. a. _____
- b. Ser copropietario con otra persona de 8 manzanas de tierra y cultivarlas juntos/ Ser copropietario de 8 vacas con otra persona y aprovecharlas juntos b. _____
- c. Ser trabajador asalariado. c. _____

28. Normalmente, ¿Cómo resuelven los conflictos entre los vecinos? (seleccione **uno**)

- a. La gente resuelve sus diferencias entre ellos mismos. _____
- b. Los miembros de la familia o de la casa intervienen. _____
- c. Los vecinos intervienen. _____
- d. Los líderes de la comunidad se involucrarán. _____
- e. Los líderes religiosos median. _____
- f. Los autoridades legales median. _____

29. ¿Siente que usted se beneficia al invertir sus esfuerzos en las relaciones siguientes?

	Si	No
Con miembros de su casa	1.	2.
Con sus vecinos	1.	2.
Con las empresas de servicio público	1.	2.
Con los funcionarios gubernamentales	1.	2.
Con sus compañeros del trabajo	1.	2.
Con los líderes religiosos	1.	2.

30. Afuera de su trabajo, cuan a menudo dedica tiempo para estar con personas que:

	Diariamente	Algunas veces por semana	Algunas veces por mes	Algunas veces por año	Casi nunca
a. No se conoce bien.					
b. Vienen de una comunidad diferente a la suya.					
c. Tienen una forma de vida diferente a la suya.					
d. Pertenecen a una religion diferente a la suya.					
d. Pertenecen a un partido politico diferente a lo suyo.					

Capital Humano del Hogar

(Llene la hoja siguiente incluyendo todos los miembros del hogar que tienen 8 años o mas de edad.)

Educación Formal	En la Columna "A", haga una lista de los miembros de la casa siendo el #1 el/la jefe(a) de familia.
	En la Columna "B", anote la edad de cada persona.
	En la Columna "C", ¿Cual es el nivel de educación formal de cada miembro? (Use el codigo siguiente) 1. no sabe leer ni escribir, Sin estudios formales 2. sabe leer y escribir, sin estudios formales 3. Primaria incompleta 4. Primaria completa 5. Secundaria incompleta 6. Secundaria completa 7. Estudios Superiores incompletos 8. Estudios Superiores completos 9. Otra educación formal (anote abajo)
Fuentes de Capital (Organizacional)	En la Columna "D", haga lista de las organizaciones en las cuales son miembros cada persona del hogar.
	En la Columna "E", anote el tipo de la ogranización que apuntó en la columna "D". (Escriba el numero correspondiente en la tabla.) 1. Partido politica 6. Grupo comunitario 2. Cooperativa 7. Club deportivo 3. Sindicato 8. Asociación de padres de familia 4. Grupo de credito 9. Otro (anotelo en la tabla abajo) 5. Grupo religioso
	En la Columna "F", Anote el grado de participacion en la organizacion.
	1. Lider 2. Muy activo 3. Mas o menos activo 4. A veces activo 5. No activo

A Género	B Edad	C Nivel de Educación Formal	D Nombre de la Organización	E Tipo de Organización	F Grado de Participación
31. M ☐ F ☐					
No llenar este espacio.					
32. M ☐ F ☐					
No llenar este espacio.					
33. M ☐ F ☐					
No llenar este espacio.					
34. M ☐ F ☐					
No llenar este espacio.					
35. M ☐ F ☐					
No llenar este espacio.					
36. M ☐ F ☐					
No llenar este espacio.					
37. M ☐ F ☐					
No llenar este espacio.					
38. M ☐ F ☐					
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