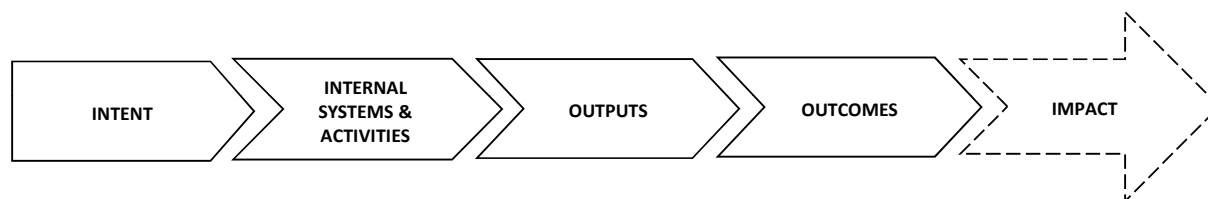




## SOCIAL PERFORMANCE STANDARDS REPORT

This **Social Performance Standards Report** was created by MIX to collect information on the **22 core indicators selected by The Social Performance Task Force**. The whole document consists of 6 parts: 1. the social performance standards framework and description, 2. the social performance standards report Part I, 3. the social performance standards report Part II, 4. the table for poverty measurement, 5. the calculator for the effective interest rate, and 6. a glossary. Part I of the report contains 13 indicators which mainly focus on your MFI's mission, products and services offered, social responsibility to clients and to staff, and clients outreach. Part II contains 6 indicators which focus on employment outreach, social responsibility to community and to environment, and children education. Finally, the table for poverty measurement contains the remaining 3 indicators on poverty levels. **MFI's that want to update their profile on MIX Market with the social performance indicators are expected to be able to report information on the 13 indicators contained in Part I of the report.** The 6 indicators contained in Part II and the table containing the 3 indicators on poverty measurement have a higher level of complexity to report on, and for this year MIX considers Part II of the report and the indicators on poverty measurement as a pilot test. This means that MFIs that can partially or entirely report on them are encouraged to do so, but this does not represent a requirement. The indicators follow a specific framework that looks at the entire process by which social impact is created. The framework includes analysis of the intent of the institutions, the effectiveness of their internal systems and activities in meeting these objectives, related outputs, and success in effecting positive changes in the lives of clients. The MFI can provide any additional information related to each indicator in the column for comments. Finally, a **glossary** has been created to link those indicators which are most difficult to conceptualize and conform to a standard definition. The indicators linked to the glossary are underlined and their definition can be viewed by clicking on the **hyperlinks** provided.



DIMENSION	STANDARD	RELEVANCE OF THE STANDARD	POSITION IN THE REPORT
INTENT	Mission and social goals	Social performance is the translation of an MFI's mission into practice. What is measured in social performance is related to an MFI's mission and social goals. This indicator assesses the MFI's stated commitment to its social mission, its target market and development objectives.	Part I
	Governance	Governance is a process by which a board of directors guides an institution in fulfilling its corporate mission. This indicator assesses the way through which board members' responsibilities and terms of services are disclosed. It also assesses board composition and member's expertise and how the institution reinforces board members knowledge and commitment to social performance.	Part I
STRATEGIES AND SYSTEMS (Internal systems and activities)	Range of products and services	Once the target population is identified, the MFI has to work on the design of its financial products and services so that they can fit the needs and the constraints of clients. This indicator considers the integrated approach to microfinance by assessing both financial and non-financial products and services offered by an MFI.	Part I

	<p><b>Training on social performance</b></p>	<p>Staff training on social performance management is important to ensure that staff understand how their work helps the organisation achieve the social mission. MFIs can use training as an opportunity to capture staff feedback, enabling it to make changes where necessary so that its management systems are fully aligned with the social mission. This indicator assesses which MFI's members have received training on any aspect of social performance during the reporting year and the areas of training covered.</p>	<p><b>Part I</b></p>
	<p><b>Staff performance appraisal and incentives</b></p>	<p>In order to ensure the validity of reported data and staff performance on relevant areas of social performance management, it is important to carry out staff appraisals. An MFI should also establish staff incentives to increase productivity and employees satisfaction levels while complying with social objectives of the MFI. This indicator assesses which areas of social performance an MFI appraise and the implementation of a staff incentive system tied to social performance goals.</p>	<p><b>Part I</b></p>
	<p><b>Market research on clients</b></p>	<p>An MFI can use standard market research techniques to identify clients' needs. Through market research an MFI can refine existing products and develop new ones. This is very useful in meeting clients' needs, retaining clients, reaching new ones and reducing drop-out rates. This indicator assesses how and how often the MFI undertakes market research on clients.</p>	<p><b>Part I</b></p>
	<p><b>Measuring client retention</b></p>	<p>Beyond client satisfaction, exit rates can also be an important indicator of social performance. Drop-out rates can provide important information for an MFI if supplemented with client exit interviews, in order to identify problems that lead to dropouts. This indicator assesses the drop-out rate of an MFI.</p>	<p><b>Part I</b></p>
	<p><b>Poverty assessment</b></p>	<p>To fulfill its social mission, an MFI should use the poverty assessment strategy that is appropriate for its clientele, development objectives, and local operating conditions. An MFI can adopt measurement tools to assess how and why its clients' living conditions change over time. Recent initiatives, such as the Progress Out of Poverty Index (PPI) and the Poverty Assessment Tool (PAT) enable the direct measurement of household poverty using simple, robust indicators, statistically correlated with different poverty lines. This indicator assesses the tools adopted to track the poverty status of the clients. To know more about PAT visit this link: <a href="http://www.povertytools.org/">http://www.povertytools.org/</a> To know more about PPI, visit this link: <a href="http://www.progressoutofpoverty.org/">http://www.progressoutofpoverty.org/</a></p>	<p><b>Part II</b></p>

<b>POLICIES AND COMPLIANCE</b> (Internal systems and activities)	<b>Social responsibility to clients</b>	Social responsibility to clients is a fundamental dimension of an MFI's social performance. This indicator is linked to The Campaign for Client Protection in Microfinance, which seeks to unite microfinance providers worldwide to develop and implement standards for the appropriate treatment of low-income clients based on the following six principles: 1)Avoidance of Over-Indebtedness; 2)Transparent Pricing; 3)Appropriate Collections Practices; 4)Ethical Staff Behavior; 5)Mechanisms for Redress of Grievances; 6)Privacy of Client Data. For more information about the client protection initiative, you can visit the website of the Center for Financial Inclusion at this link: <a href="http://www.centerforfinancialinclusion.org">http://www.centerforfinancialinclusion.org</a>	<b>Part I</b>
	<b>Cost of services to clients</b>	Interest rates should be set to ensure the sustainability of the institution and long-term availability of the service, but at the same time institutions should actively be looking for ways to reduce the cost for their clients. This indicator assesses the effective interest rate for the main loan product offered and the estimated percentage of clients who are borrowing from other institutions or money lenders.	<b>Part I</b>
	<b>Social responsibility to staff</b>	Human resources policy is important to ensure that employees are treated fairly. At the same time, it is important to monitor employee satisfaction and have a system in place to understand employees concerns and needs. This indicator assesses the MFI's policy regarding social responsibility to staff, by looking at its human resources policy in place, systems to monitor employees satisfaction and staff turnover rate, as a measure of staff satisfaction.	<b>Part I</b>
	<b>Social responsibility to community</b>	An MFI can have a relevant impact in the community where it operates not only through the provision of financial services to its clients but also through the implementation of policies and actions aimed to support community development at large. This indicator assesses the steps that the MFI takes in this direction.	<b>Part II</b>
	<b>Social responsibility to environment</b>	The impact of microenterprises' activity on the environment can be particular significant due to the low technological level, the general lack of regulatory supervision, and the absence of supporting infrastructure and services in their country of operations. This indicator assesses whether the MFI has any policies and initiatives in place to mitigate environmental impacts of financed enterprises.	<b>Part II</b>
<b>ACHIEVEMENT OF SOCIAL GOALS</b> (Outputs and Outcomes)	<b>Geographic outreach</b>	The provision of financial services to different geographic areas can support income and employment generation to underserved rural and urban clients. This indicator assesses the number of clients reached in the different geographical areas and in the areas below the national average level of development. It also assesses the ability of the MFI to serve clients in those areas where no other financial services are provided.	<b>Part I</b>

	<b>Women outreach</b>	If an MFI has women as its target market, then any initiative in place needs to be reflected in the number of women clients actually reached. This indicator assesses the number of women clients (borrowers and savers) reached by the MFI.	<b>Part I</b>
	<b>Clients outreach</b>	Outreach is determined by the types and numbers of clients reached with microfinancial services. This indicator assesses the ability of the MFI to reach its target market. It also assesses clients outreach by lending methodology.	<b>Part I</b>
	<b>Outputs</b>	Clients outreach is not only determined by the number of clients reached by financial products but also by understanding and meeting the other needs of clients through demonstrated efforts in product design. This indicator looks at clients outreach in terms of number of clients benefitting from non financial services. It also asks to show, if available, any study regarding the program's effectiveness on the target market - as part of outcomes.	<b>Part II</b>
	<b>Employment</b>	At the community level, microenterprises can generate new jobs, thus providing higher and more stable income of the community as a whole. This indicator assesses employment generation opportunities created by the supported enterprises.	<b>Part II</b>
	<b>Children in School</b>	Increased earnings derived from microenterprises allow poor people to better plan and invest in their children's future. This indicator assesses the number of clients' children who are attending school in countries where school attendance is less than 90% at secondary or primary level.	<b>Part II</b>
	<b>Poor and very poor clients at entry</b>	In order to assess the poverty levels of the clients, an MFI should use the poverty line most appropriate. This indicator assesses the poverty line(s) and poverty tool(s) used to estimate the percentage of entering/recently joined clients who are below and in the bottom 50% of the poverty line.	<b>Poverty Measurement</b>
	<b>Clients in poverty</b>	Measuring a client's poverty status at entry and tracking this status over time is an important indicator that MFIs use to evaluate clients' well-being. This indicator assesses the estimated percentage of clients who joined the institution 3 or 5 years ago and who remain below the poverty line.	<b>Poverty Measurement</b>
	<b>Clients out of poverty</b>	By using appropriate poverty assessment tools and tracking the same sample of clients over time, an MFI can assess whether clients move out of poverty. This indicator assesses the percentage of active clients who were 'poor' when they joined the institution 3 or 5 years ago and who are estimated to have moved out of poverty.	<b>Poverty Measurement</b>

# SOCIAL PERFORMANCE STANDARDS REPORT- PART I

(i) BASIC DETAILS: THE MFI	ANSWERS	COMMENTS
a Name of the MFI:		
b Country of operations:		
c Year microfinance operations began:		
d Legal form:		
e Report for Year ended (day - month - year):	DD-MM-YYYY	
f Number of loan accounts:		
g Number of currently active borrowers (not loan accounts):		
h Number of savings accounts:		
i Number of currently voluntary savers (not savings accounts):		
<b>(ii) THE RESPONDENT</b>		
a Name of respondent(s):		
b Title of respondent(s):		
c Office Address(Street, City and Zip Code):		
d Contact e-mail address:		
e Contact telephone number:		
<b>INTENT</b>		
<b>1 Mission and Social Goals</b>		
a What is your MFI's social mission?		
b In which year was the mission statement formulated (or updated)?		
c What is the poverty level of the clients that your institution aims to reach? (Check all that apply):	<input type="checkbox"/> Very poor clients <input type="checkbox"/> Poor clients <input type="checkbox"/> Low income clients <input type="checkbox"/> Not a specific focus/all population	
d If you checked the boxes " very poor or poor clients", which reference point/benchmark do you consider appropriate for estimating the poverty level of your clients? (Check all that apply):  Very poor clients:	<input type="checkbox"/> Persons in the bottom 50% of those living below the poverty line established by the national government <input type="checkbox"/> Persons living on less than the US \$1.00 a day international poverty line <input type="checkbox"/> Other (please specify): <input type="text"/>	
Poor clients:	<input type="checkbox"/> Persons living below the poverty line established by the national government <input type="checkbox"/> Persons living on less than US \$2.00 a day international poverty line <input type="checkbox"/> Other (please specify): <input type="text"/>	
e What is the target market of your institution? (Check all that apply):	<input type="checkbox"/> Women <input type="checkbox"/> Adolescents and youth (below the age of 18) <input type="checkbox"/> Indigenous people and ethnic minorities <input type="checkbox"/> Clients living in rural areas <input type="checkbox"/> Clients living in urban/semi-urban areas <input type="checkbox"/> No specific target/all population <input type="checkbox"/> Other (please specify): <input type="text"/>	
f What kind of enterprises does your institution support? (Check all that apply):	<input type="checkbox"/> Microenterprises <input type="checkbox"/> Small enterprises <input type="checkbox"/> Medium enterprises <input type="checkbox"/> Large enterprises	
g Which development objectives does your institution specifically pursue through its provision of financial and non financial products and services? (Check all that apply):	<input type="checkbox"/> Poverty reduction <input type="checkbox"/> Employment generation <input type="checkbox"/> Development of start-up enterprises <input type="checkbox"/> Growth of existing business <input type="checkbox"/> Income and productivity growth <input type="checkbox"/> Adult education improvement <input type="checkbox"/> Children schooling <input type="checkbox"/> Health improvement <input type="checkbox"/> Gender equality and women's empowerment <input type="checkbox"/> Other (please specify): <input type="text"/>	
<b>2 Governance</b>		
a Are Board members' responsibilities and terms of services specified by the Institution's bylaws? (Check all that apply):	Please choose one <input type="text"/>	



<p>If your institution does not offer enterprises services, please skip this question. Otherwise, what type of services does it offer? (Check all that apply):</p> <p>Adult education:</p> <p>If your institution does not offer education services, please skip this question. Otherwise, what type of services does it offer? (Check all that apply):</p> <p>Health services:</p> <p>If your institution does not offer health services, please skip this question. Otherwise, what type of services does it offer? (Check all that apply):</p> <p>Women empowerment:</p> <p>If your institution does not offer services for women's empowerment, please skip this question. Otherwise, what type of services does it offer? (Check all that apply):</p>	<input type="checkbox"/> Enterprise skills development <input type="checkbox"/> Business development service <input type="checkbox"/> Other (please specify): <input type="text"/> Please choose one <input type="button" value="▼"/> <input type="checkbox"/> Financial literacy <input type="checkbox"/> Basic health/nutrition education <input type="checkbox"/> Other (please specify): <input type="text"/> Please choose one <input type="button" value="▼"/> <input type="checkbox"/> Basic medical services <input type="checkbox"/> Special medical services for women and children <input type="checkbox"/> Other (please specify) <input type="text"/> Please choose one <input type="button" value="▼"/> <input type="checkbox"/> Business training to enhance women's market opportunities <input type="checkbox"/> Women leadership training <input type="checkbox"/> Training on rights and responsibilities as leaders in participative models <input type="checkbox"/> Women's rights education/Gender issues (training for men and women) <input type="checkbox"/> Counseling/legal services for women victims of violence <input type="checkbox"/> Other (please specify): <input type="text"/>	
<p>d Does your institution offer these non financial services directly or through negotiated partnerships/agreements with third-party providers?</p>	<input type="checkbox"/> Directly offered <input type="checkbox"/> Offered through negotiated alliances with third parties	
<p><b>4 Training of staff on social performance</b></p>		
<p>a Did any of your staff participate in training or orientation sessions related to any aspect of social performance management, during the reporting year?</p>	Please choose one <input type="button" value="▼"/> If not, and not planning, please explain why not: <input type="text"/>	
<p>b If not, please skip this question. Otherwise, which staff have received some kind of training on social performance management during the reporting year? (Check all that apply):</p>	<input type="checkbox"/> Board members <input type="checkbox"/> Top management <input type="checkbox"/> Middle management <input type="checkbox"/> Loan officers <input type="checkbox"/> Back office staff (MIS, accounting, administration) <input type="checkbox"/> Other (please specify): <input type="text"/>	
<p>c On which areas related to social performance does your institution offer staff training?</p>	<input type="checkbox"/> Over-indebtedness prevention <input type="checkbox"/> Communication with clients of product pricing, terms and conditions <input type="checkbox"/> Acceptable practices of payment collection <input type="checkbox"/> Collecting good quality social information <input type="checkbox"/> Policy and procedures on safeguard of clients' data <input type="checkbox"/> Referring clients complaints to those responsible for handling and resolving them <input type="checkbox"/> Being responsive to clients needs <input type="checkbox"/> Gender sensitivity <input type="checkbox"/> Other (please specify): <input type="text"/>	
<p><b>5 Staff performance appraisal and incentives</b></p>		
<p>a Does your institution conduct performance appraisals of staff in relation to social performance management?</p>	Please choose one <input type="button" value="▼"/> If not, and not planning, please explain why not: <input type="text"/>	
<p>b If not, please skip this question. Otherwise, which areas does your institution appraise? (Check all that apply):</p>	<input type="checkbox"/> Ability to attract new clients from target market <input type="checkbox"/> Outreach of remote rural communities <input type="checkbox"/> Gender sensitivity skills <input type="checkbox"/> Quality of interaction with clients <input type="checkbox"/> Social data quality <input type="checkbox"/> Retention/ Drop-out rates <input type="checkbox"/> Portfolio quality <input type="checkbox"/> Other (please specify): <input type="text"/>	
<p>Does your institution have in place a staff incentives scheme related to social performance goals?</p>	Please choose one <input type="button" value="▼"/> If not, and not planning, please explain why not: <input type="text"/>	

<p><b>d</b> If not, please skip this question. Otherwise, which areas does your institution reward? (Check all that apply):</p>	<input type="checkbox"/> Ability to attract new clients from target market <input type="checkbox"/> Outreach of remote rural communities <input type="checkbox"/> Gender sensitivity skills <input type="checkbox"/> Quality of interaction with clients <input type="checkbox"/> Social data quality <input type="checkbox"/> Retention/ Drop-out rates <input type="checkbox"/> Portfolio quality <input type="checkbox"/> Other (please specify): <input type="text"/>	
<p><b>e</b> Which staff members qualify for these incentives? (Check all that apply):</p>	<input type="checkbox"/> Top management <input type="checkbox"/> Middle management <input type="checkbox"/> Loan officers <input type="checkbox"/> Back office staff (MIS, accounting, administration) <input type="checkbox"/> Other (please specify) <input type="text"/>	
<p><b>6 Market research on clients</b></p>		
<p><b>a</b> Does your institution use market research to identify the needs of clients and potential clients?</p>	<p>Please choose one <input type="text"/></p> <p><b>If not, and not planning, please explain why not:</b> <input type="text"/></p>	
<p><b>b</b> If not, please skip this question. Otherwise, how does your institution identify the needs of clients and potential clients? (Check all that apply):</p>	<input type="checkbox"/> Market research for development of new products <input type="checkbox"/> Client satisfaction assessment (interviews, surveys, focus groups, etc.) <input type="checkbox"/> Interviews with exiting clients <input type="checkbox"/> Other (please specify): <input type="text"/>	
<p><b>c</b> How often does your institution conduct or commission market research on clients?</p>	<p>Please choose one <input type="text"/></p>	
<p><b>7 Measuring client retention</b></p>		
<p><b>a</b> Please provide the following data points to help us calculate your institution's exit/dropout rate</p>		
<p>Total number of clients (borrowers and savers) at the beginning of the reporting period:</p>		
<p>Total number of clients (borrowers and savers) at the end of the reporting period:</p>		
<p>New clients (all those who joined during the reporting period):</p>		
<p>Dropout rate:</p>		
<p><b>b</b> How often does your institution conduct or commission exit surveys or receive informal feedback from exiting clients?</p>	<p>Please choose one <input type="text"/></p>	
<p><b>c</b> If any major event, external to the institution, has occurred that may have affected the drop-out rate please report it here:</p>		
<p><b>POLICIES AND COMPLIANCE</b></p>		
<p><b>8 Social Responsibility to clients</b></p>		
<p><b>a</b> What does your institution do to avoid client over-indebteness? (Check all that apply):</p>	<input type="checkbox"/> MFI's written credit policies give decision makers (loan officers, supervisors, etc.) explicit guidance regarding borrower debt thresholds <input type="checkbox"/> The credit underwriting process includes an evaluation of client ability to repay the loan <input type="checkbox"/> The credit underwriting process includes checks on client credit history and existing debt <input type="checkbox"/> Loan product options are flexible enough to fit client business and/or household needs <input type="checkbox"/> The institution does not rely solely on guarantees for repayment <input type="checkbox"/> Clients receive training/guidance on evaluating their own debt capacity <input type="checkbox"/> Management regularly obtains information about debt levels among its clients <input type="checkbox"/> Peer assessment (in group methodologies) <input type="checkbox"/> Other (please specify): <input type="text"/>	
<p><b>b</b> How does your institution ensure transparent communication with clients about prices, terms and conditions of financial products? (Check all that apply):</p>	<input type="checkbox"/> Contracts and information use plain language and provide full disclosure of prices, terms and conditions <input type="checkbox"/> Interest rates (incl. fees, commissions) or other product prices are published, displayed and provided to clients <input type="checkbox"/> Penalty and pre-payment fees are disclosed before loan contracts are signed <input type="checkbox"/> Amortization schedule in loan contract separates principal, interest, fees, and shows amount and due dates of installments <input type="checkbox"/> Communications addresses client literacy limitations (e.g., reading contracts out loud, materials in local languages) <input type="checkbox"/> Clients have an opportunity to ask questions and receive information prior to signing contracts <input type="checkbox"/> Clients receive transaction receipts and regular, clear, accurate account statements <input type="checkbox"/> Other (please specify): <input type="text"/>	

<b>c</b> How does your institution ensure that appropriate collections practices are followed? (Check all that apply):	<input type="checkbox"/> A code of acceptable and unacceptable debt collection practices is in place <input type="checkbox"/> Debt collection procedures and time frames (e.g. times/locations when collections are appropriate, etc.) are clearly outlined in a staff book of rules <input type="checkbox"/> Loan contracts explain what the borrower should expect in case of late repayment or default <input type="checkbox"/> Efforts are made to negotiate reasonable repayment plans prior to seizing assets <input type="checkbox"/> The institution monitors staff and any third party debt collections agents to ensure compliance with acceptable practices <input type="checkbox"/> The institution provides debt counseling services <input type="checkbox"/> Other (please specify): _____	
<b>d</b> How does your institution ensure staff ethical codes of conduct are consistently followed? (Check all that apply):	<input type="checkbox"/> A Board approved a code of ethics which defines organizational values and ethical standards expected for staff <input type="checkbox"/> Staff rules describe acceptable/unacceptable behavior, reprimands and violations that can result in employment termination <input type="checkbox"/> Hiring procedures assess employees for compatibility with organizational values and ethics <input type="checkbox"/> All staff sign annual pledges to follow ethical codes <input type="checkbox"/> Anti-corruption policies are in place, provided to each staff member and enforced by decision-makers <input type="checkbox"/> Internal audit for risk management detects corruption and code violations <input type="checkbox"/> Other (please specify): _____	
<b>e</b> Does your institution have policies and procedures in place for complaint resolution and client problem solving?(Check all that apply):	<input type="checkbox"/> A written policy requires customer complaints are taken seriously, investigated and resolved in timely manner <input type="checkbox"/> Specialized personnel are designated to handle customer complaints and problem solving <input type="checkbox"/> Customers are informed appropriately of their right to complain and know how to submit a complaint <input type="checkbox"/> Complaints and their resolution are tracked and used to improve products, sales techniques and customer interactions <input type="checkbox"/> Internal audit or other monitoring systems check that complaints are resolved satisfactorily <input type="checkbox"/> Suggestion boxes are provided in each place of business <input type="checkbox"/> Hotline or call center with toll free access is available <input type="checkbox"/> Other (please specify): _____	
<b>f</b> How does the institution safeguard privacy of clients' data? (Check all that apply):	<input type="checkbox"/> A written policy and procedures regarding treatment of client personal data are in place <input type="checkbox"/> Internal audit reviews security of locations and electronic systems where client data is stored <input type="checkbox"/> The IT system is secure and password protected <input type="checkbox"/> Staff explains to clients how their data will be used <input type="checkbox"/> Client consent is required prior to sharing data outside the institution <input type="checkbox"/> Clients may review and correct their information <input type="checkbox"/> Clients are instructed on how to safeguard access codes and PIN numbers <input type="checkbox"/> Other (please specify): _____	
<b>g</b> If you have other policies or practices designed to protect clients and ensure their fair treatment, please provide details here:		
<b>9 Cost of services to clients</b>		
<b>a</b> How does your institution state the interest rate?	<input type="checkbox"/> Declining balance method <input type="checkbox"/> Flat interest method	
<b>b</b> What is the main loan product that your institution offers ?		
<b>c</b> What percentage of the portfolio does it represent?		
<b>d</b> Provide here the effective annual interest rate for your main loan product (use the calculator page to obtain the EIR ):		
<b>e</b> Do you know the percentage of your clients that are borrowing from other institutions? If yes, provide the estimated percentage:		
<b>f</b> Do you know the percentage of your clients that are borrowing from money lenders? If yes, provide the estimated percentage:		
<b>10 Social Responsibility to staff</b>		
<b>a</b> Which of the following are included in your human resources policy? (Check all that apply):	<input type="checkbox"/> A clear salary scale based upon market salaries <input type="checkbox"/> Medical insurance for all staff <input type="checkbox"/> Pension contribution <input type="checkbox"/> Practices and procedures which ensure safety of the staff <input type="checkbox"/> Equal pay for men and women with equivalent skill levels <input type="checkbox"/> Staff participation in decisions that affect them <input type="checkbox"/> Anti discrimination policies <input type="checkbox"/> Anti harassment policy <input type="checkbox"/> Other (please specify:;) _____	
<b>b</b> What policies does your institution have in place to support women staff? (Check all that apply):	<input type="checkbox"/> Equal opportunities policies for staff <input type="checkbox"/> Set quota for women staff <input type="checkbox"/> Worktime adapted to family constraints <input type="checkbox"/> Maternity and paternity leave policies <input type="checkbox"/> Specific policies that support women's mobility in the field <input type="checkbox"/> Other (please specify): _____	
<b>c</b> Total number of staff:		

d	Total number of top managers:				
e	Total number of middle managers:				
f	Total number of loan officers:				
g	Presence of women staff:	Number of women staff	Women top managers	Women middle managers	Women loan officers
	Number (please fill each column with appropriate numbers for the reporting year):				
	Percentage:			400%	
h	Does your institution monitor employees satisfaction?	Please choose one <input type="text"/>			
	If not, and not planning, please explain why not:	<input type="text"/>			
i	If not, please skip this question. Otherwise, how does the institution monitor employee satisfaction?(Check all that apply):	<input type="checkbox"/> Assessments of employee expectations and/or satisfaction as part of regular staff appraisal <input type="checkbox"/> Periodic systematic surveys of employee expectations and/or satisfaction <input type="checkbox"/> Established system to address staff grievance <input type="checkbox"/> Interview with exiting staff <input type="checkbox"/> Other (please specify): <input type="text"/>			
j	Please provide the following data points to help us calculate your institution's staff turnover rate:				
	Total number of staff at the end of the current reporting period:				
	Total number of staff at the end of the previous year reporting period:				
	New staff contracted during the current reporting period:				
	Staff turnover rate				
<b>ACHIEVEMENT OF SOCIAL GOALS</b>					
<b>11 Geographic outreach</b>					
a	Clients coverage in each geographic area:	Number of clients:	Clients living in urban areas:	Clients living in semi-urban areas:	Clients living in rural areas:
	Number (please fill each column with appropriate numbers for the reporting year):				
	Percentage:		#DIV/0!	#DIV/0!	#DIV/0!
b	Does your institution have regular service points located in areas where there are no other MFIs or bank branches?	Please choose one <input type="text"/>			
	If yes, what is the number of service points you have in these areas?				
c	What is the number of clients served in these areas?				
d	What is the total number of service points that you have?				
e	Percentage of service points you have in these areas:				
f	Percentage of clients served in these areas:				
<b>12 Women outreach</b>					
a	Number of women active borrowers:				
b	Percentage of women active borrowers:				
c	Number of women voluntary savers:				
d	Percentage of women voluntary savers:				
<b>13 Clients outreach by lending methodologies and other clients outreach (as reported in question 1e under INTENT)</b>					
a	Clients outreach by lending methodology	Clients receiving individual loans	Clients receiving group loans	Women clients receiving individual loans	Women clients receiving groups loans
	Number (please fill each column with appropriate numbers for the reporting year):				
	Percentage:				
b	If you can, please state the percentage of clients who have graduated from group loans, during the reporting year:				
c	If it applies, number of clients who are indigenous people or ethnic minorities :				
d	Percentage of clients who are indigenous people or ethnic minorities:				
e	Number of other clients that your institution target (specify according to the target group):				

# SOCIAL PERFORMANCE STANDARDS REPORT- PART II

STRATEGIES AND SYSTEMS	ANSWERS	COMMENTS
<b>14 Poverty Assessment</b>		
<b>a Does your institution measure the poverty levels of your entering/recently joined clients (less than one year in the program)?</b>	<div style="border: 1px solid black; padding: 2px;">Please choose one <span style="float: right;">▼</span></div>	
	<b>If not, and not planning, please explain why not:</b>	
<b>b If not, please skip this question. Otherwise, which methods does your institution use to measure the poverty levels of your entering/recently joined clients? (Check all that apply):</b>  <b>Poverty levels benchmarked to a poverty line (or lines):</b>  <b>Poverty levels that are not benchmarked:</b>	<div style="border: 1px solid black; padding: 2px;"> <input type="checkbox"/> Progress Out of Poverty Index (PPI)  <input type="checkbox"/> Poverty Assessment Tool (PAT)  <input type="checkbox"/> Per Capita household expenditure  <input type="checkbox"/> Per Capita household income   <input type="checkbox"/> Housing index  <input type="checkbox"/> Participatory Wealth Ranking (PWR)  <input type="checkbox"/> Means test  <input type="checkbox"/> Food security index  <input type="checkbox"/> Per Capita household expenditure  <input type="checkbox"/> Per Capita household income  <input type="checkbox"/> Own Proxy Poverty Index  <input type="checkbox"/> Other (please specify): <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px;"></span> </div>	
<b>c Does your institution track changes in the poverty levels of your clients over time?</b>	<div style="border: 1px solid black; padding: 2px;">Please choose one <span style="float: right;">▼</span></div>	
	<b>If not, and not planning, please explain why not:</b>	
<b>d How often does your institution track changes in poverty levels of the clients?</b>		
<b>POLICIES AND COMPLIANCE</b>		
<b>15 Social Responsibility to Community</b>		
<b>a Does your institution have a policy for social responsibility to the community? (Check all that apply):</b>	<div style="border: 1px solid black; padding: 2px;"> <input type="checkbox"/> We have a written policy  <input type="checkbox"/> A written policy is under development/planned  <input type="checkbox"/> We have an informal policy reflected in our operations  <input type="checkbox"/> No we do not have         </div>	
<b>b Which of the following are included in your social responsibility policy (written or informal) towards your community? (Check all that apply):</b>	<div style="border: 1px solid black; padding: 2px;"> <input type="checkbox"/> Avoid credit for enterprises with negative social value  <input type="checkbox"/> Promote transparency and anti-corruption  <input type="checkbox"/> Promote reasonable working conditions for hired employees in credit supported enterprises  <input type="checkbox"/> Support local communities in case of emergencies  <input type="checkbox"/> Support local communities for social or economic development  <input type="checkbox"/> Support women's leadership  <input type="checkbox"/> Employees who speak the local language/dialects  <input type="checkbox"/> Take measures to contribute to the elimination of forced or compulsory labor  <input type="checkbox"/> Take measures to contribute to the elimination of child labor  <input type="checkbox"/> Other (please specify): <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px;"></span> </div>	

c	If you have a policy and/or any initiative in place related to social responsibility to the community (as checked above) and want to share it , you can write a short summary here. (Feel free to provide web links to related documents and/or send related documents to MIX, if you want them to be published in the MIX Market library):													
<b>16 Social Responsibility to Environment</b>														
a	<p>Does your institution have a policy for social responsibility to the environment directed at supported enterprises? (Check all that apply):</p> <p><input type="checkbox"/> We have a formal written policy</p> <p><input type="checkbox"/> A written policy is under development/planned</p> <p><input type="checkbox"/> We have an informal policy reflected in our operations</p> <p><input type="checkbox"/> No we do not have</p>													
b	<p>If not, you can skip this question. Otherwise, which of the following are included in it? (Check all that apply):</p> <p><input type="checkbox"/> Raise awareness of client about environmental impacts</p> <p><input type="checkbox"/> Train/educate the client regarding environmental improvements</p> <p><input type="checkbox"/> Specific clauses in the loan contract are included to mitigate specific social and environmental risks</p> <p><input type="checkbox"/> Identify enterprises with environmental risk</p> <p><input type="checkbox"/> Lend lines linked to alternative energies</p> <p><input type="checkbox"/> Other (please specify): <input type="text"/></p>													
c	If you have a policy and/or any initiative in place related to social responsibility to the environment for supported enterprises (as checked above) and want to share it , you can write a short summary here. (Feel free to provide web links to related documents and/or send related documents to MIX, if you want them to be published in the MIX Market library):													
d	<p>Does your institution have a policy for social responsibility to the environment directed at the MFI (not clients)? (Check all that apply):</p> <p><input type="checkbox"/> We have a formal written policy</p> <p><input type="checkbox"/> A written policy is under development/planned</p> <p><input type="checkbox"/> We have an informal policy reflected in our operations</p> <p><input type="checkbox"/> No we do not have</p>													
e	<p>If not, you can skip this question. Otherwise, which of the following are included in it? (Check all that apply):</p> <p><input type="checkbox"/> Minimize use of conventional electricity</p> <p><input type="checkbox"/> Minimize use of conventional fuels</p> <p><input type="checkbox"/> Minimize use of water, recycle water</p> <p><input type="checkbox"/> Minimize use of paper, recycle paper</p> <p><input type="checkbox"/> Other (please specify): <input type="text"/></p>													
<b>ACHIEVEMENT OF SOCIAL GOALS</b>														
<b>17 Outputs</b>														
a	<p>Please answer this question if you reported yes to providing non-financial services to your clients (Part I of the report, question 3c)</p> <table border="1" data-bbox="574 1339 1474 1499"> <thead> <tr> <th data-bbox="574 1339 813 1415">Clients who received enterprise services</th> <th data-bbox="813 1339 1057 1415">Clients who received education services</th> <th data-bbox="1057 1339 1279 1415">Clients who received health services</th> <th data-bbox="1279 1339 1474 1415">Clients who received services related to women empowerment</th> </tr> </thead> <tbody> <tr> <td data-bbox="574 1415 813 1472">Number (please fill each column with appropriate numbers for the reporting year):</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="574 1472 813 1499">Percentage:</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Clients who received enterprise services	Clients who received education services	Clients who received health services	Clients who received services related to women empowerment	Number (please fill each column with appropriate numbers for the reporting year):				Percentage:				
Clients who received enterprise services	Clients who received education services	Clients who received health services	Clients who received services related to women empowerment											
Number (please fill each column with appropriate numbers for the reporting year):														
Percentage:														
b	Did you conduct any study regarding the effectiveness on your target market of the financial/and or non-financial products and services that you provide? If yes and you want to share the results, you can write a short summary here. (Feel free to provide web links to related documents and/or send related documents to MIX, if you want them to be published in the MIX Market library):													
<b>18 Employment (Family &amp; Hired in credit supported small enterprises)</b>														
a	<p>Enterprises financed and employment generation</p> <table border="1" data-bbox="574 1759 1474 1932"> <thead> <tr> <th data-bbox="574 1759 813 1856">Enterprises financed</th> <th data-bbox="813 1759 1057 1856">Start-up enterprises</th> <th data-bbox="1057 1759 1279 1856">People self-employed (including family members) in financed enterprises</th> <th data-bbox="1279 1759 1474 1856">Hired (non-household) workers in financed enterprises</th> </tr> </thead> <tbody> <tr> <td data-bbox="574 1856 813 1913">Estimated number(please fill each column with appropriate numbers for the reporting year):</td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="574 1913 813 1932">Percentage of start-up enterprises:</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Enterprises financed	Start-up enterprises	People self-employed (including family members) in financed enterprises	Hired (non-household) workers in financed enterprises	Estimated number(please fill each column with appropriate numbers for the reporting year):				Percentage of start-up enterprises:				
Enterprises financed	Start-up enterprises	People self-employed (including family members) in financed enterprises	Hired (non-household) workers in financed enterprises											
Estimated number(please fill each column with appropriate numbers for the reporting year):														
Percentage of start-up enterprises:														

<b>b</b>	<b>Full-time/part-time employment</b>	<b>Full-time self-employed workers</b>	<b>Full -time hired workers</b>	<b>Part-time self-employed workers</b>	<b>Part-time hired workers</b>	
	Estimated number (please fill each column with appropriate numbers for the reporting year):					
	Percentage:					
<b>c</b>	Was this data gathered from a sample of clients or all clients? If from a sample, please provide sample details (size, period and sampling methodology):					
<b>19</b>	Children in School.This question is relevant for countries where school attendance is less than 90% at secondary or primary level					
<b>a</b>	Do you track whether your clients' children are attending school ?	Please choose one <input type="text"/>				
	If not, and not planning, please explain why not:					
<b>b</b>	If yes, do you collect this data separately for new clients (less than 1 year with your institution) and for older clients (more than 3 years with the MFI)? If separately, please provide data for older clients below (questions f, g)	Please choose one <input type="text"/>				
<b>c</b>	<b>School attendance of clients' daughters</b>	<b>Clients'daughters who are of primary school age</b>	<b>clients' daughters who are of primary school age and</b>	<b>Clients'daughters who are of secondary school age</b>	<b>Clients' daughters who are of secondary</b>	
	Number (please fill each column with appropriate numbers for the reporting year):					
	Percentage:		#DIV/0!		#DIV/0!	
<b>d</b>	<b>School attendance of clients' sons</b>	<b>Clients'sons who are of primary school age</b>	<b>Clients' sons who are of primary school age and are attending school regularly</b>	<b>Clients'sons who are of secondary school age</b>	<b>Clients' sons who are of primary school age and are attending school regularly</b>	
	Number (please fill each column with appropriate numbers for the reporting year):					
	Percentage:					
<b>e</b>	Was this data gathered from a sample of clients or all clients? If from a sample, please provide sample details (size, period and sampling methodology)					
<b>f</b>	Provide here data for your older clients (more than 3 years with the MFI): School attendance of clients' daughters	<b>Clients'daughters who are of primary school age</b>	<b>Clients' daughters who are of primary school age and attending school regularly</b>	<b>Clients'daughters who are of secondary school age</b>	<b>Clients' daughters who are of secondary school age and attending school</b>	
	Number (please fill each column with appropriate numbers for the reporting year):					
	Percentage:					
<b>g</b>	Provide here data for your older clients (more than 3 years with the MFI): School attendance of clients' sons	<b>Clients'sons who are of primary school age</b>	<b>Clients' sons who are of primary school age and are attending school regularly</b>	<b>Clients'sons who are of secondary school age</b>	<b>Clients' sons who are of primary school age and are attending school regularly</b>	
	Number (please fill each column with appropriate numbers for the reporting year):					
	Percentage:					

# POVERTY MEASUREMENT

<b>20 Poor and very poor clients at entry</b>					
a Please answer the questions (20-22) below under the relevant column (or columns) according to the poverty level(s) for which you have information					
b	What poverty line(s) does your institution consider when measuring the poverty levels of your entering/recently joined clients? (Check all that apply):	<input type="checkbox"/> National poverty line	<input type="checkbox"/> US \$1.00 a day international poverty line	<input type="checkbox"/> US \$2.00 a day international poverty line	<input type="checkbox"/> Other (please specify):
c	What percentage of all entering/recently joined clients are estimated to be below the poverty line, at the end of the reporting year?				
d	Specify - in the relevant cell(s) -which poverty tool(s) you used to calculate this data:				
e	What percentage of all entering/recently joined clients are estimated to be in the bottom 50% of the poverty line), at the end of the reporting year?				
f	Specify - in the relevant cell(s) -which poverty tool(s) you used to calculate this data:				
g	Was this data gathered from a sample or all clients? If from a sample, provide details on the size, period and sampling methodology:				
<b>21</b>	<b>Clients in poverty after 3 or 5 years (Complete either for 3 or for 5 years and only for both if both seem relevant for your institution)</b>	<b>National Poverty Line</b>	<b>1 US\$ per day international poverty line</b>	<b>2 US\$ per day international poverty line</b>	<b>Other</b>
a	Of your clients who have been with your institution for 3 years, what percentage is estimated to be below the poverty line?				
b	Of your clients who have been with your institution for 5 years, what percentage is estimated to be below the poverty line?				
c	Specify - in the relevant cell(s) -which poverty tool(s) you used to calculate this data:				
d	Provide details on the size, period and sampling methodology:				
<b>22</b>	<b>Clients out of poverty after 3 or 5 years (Complete either for 3 or for 5 years and for both only if both seem relevant for your institution)</b>	<b>National Poverty Line</b>	<b>1 US\$ per day international poverty line</b>	<b>2 US\$ per day international poverty line</b>	<b>Other</b>
a	Of your clients who have been with your institution for 3 years, what percentage is estimated to be above the poverty line now? (Provide data in the cells related to the poverty line(s) that you used):				
b	What percentage of these clients (now above the poverty line) were below the poverty line when they joined the institution?				
c	Of your clients who have been with your institution for 5 years, what percentage is estimated to have moved above the poverty line?(Provide data in the cells related to the poverty line(s) that you used):				
d	What percentage of these clients (now above the poverty line) were below the poverty line when they joined the institution?				
e	Provide details on the size, period and sampling methodology:				

## GLOSSARY

Indicator	Definition	Source
Active borrowers	The number of individuals who currently have an outstanding loan balance with the MFI or are primarily responsible for repaying any portion of the Gross Loan Portfolio. Individuals who have multiple loans with an MFI should be counted as a single borrower.	Adapted from CGAP, Microfinance Consensus Guidelines
Adult education	<b>1. Financial literacy:</b> training which addresses topics related to financial planning, savings, investments, borrowings, budgets, interest rates, etc.. <b>2. Basic health/nutrition education:</b> teaching sessions on topics such as breastfeeding, child health and nutrition, family planning, reproductive health, etc.	MIX
Client dropout	Percentage of clients who had no transaction on credit and/or savings with the MFI for over 12 months. This formula calculates drop-outs as a percentage of clients who were at some time during the period accessing financial services but are no longer doing so: $\frac{\text{Total number of clients at the beginning of the reporting period} + \text{New clients} - \text{Total number of clients at the end of the reporting period}}{\text{Avg. (Total number of clients at the beginning of the reporting period} + \text{Total number of clients at the end of the reporting period})}$ . This definition does not differentiate drop-outs as voluntary-satisfied, voluntary-dissatisfied and forced out clients, but it includes all dissociated numbers irrespective of their reasons for dissociation. This formula allows for "resting clients" (those clients who have a resting period after paying back a previous loan). To include resting clients the MFI needs to have data on resting clients in the MIS.	MIX
Clients	Individuals with credit or savings accounts (excluding remittances or other financial transactions). Banking institutions who only maintain accounts data (savings and credit) need to avoid double counting.	MIX
Credit	<b>1.General loans:</b> loans available for any purpose. <b>2.Microenterprise loans:</b> loans whose purpose is to finance a microenterprise (5 or fewer employees) <b>3.SME loans:</b> loans whose purpose is to finance small or medium enterprises (greater than 5 employees and less than 250) <b>4.Line of credit:</b> a pre-established loan authorization with a specified borrowing limit extended by a lending institution to an individual or business based on creditworthiness. <b>5. Education loans:</b> loans destined to finance the education of any household member <b>6.Housing loans:</b> loans that finance home purchase or improvements <b>7.Loans for immediate household needs:</b> loans mainly destined to finance consumption and other household needs.	MIX
Effective interest rate (EIR)	Rate that a client actually pays based on the amount of loan proceeds actually in the client's hands. The rate converts all the borrower's financial costs for a loan into a single declining balance interest calculation. It includes the effects of interest rates, whether they are calculated on a flat or declining basis, payment schedules, commissions, fees, discounting, and compensating balances. The Social Performance Reporting Standards references M-CRIL's tool to calculate the EIR (see attached table for calculation).	Adapted from KIVA, Glossary of Microfinance Terms
Enterprise services	<b>1. Enterprise skills development:</b> includes vocational training, technical and management skills courses to develop small-scale enterprises <b>2.Business development services:</b> includes information, training, business advice, consulting and marketing services, assistance with information and communications technology (ICT), technical assistance, and business links.	Adapted from International Training Centre -ILO
Enterprises	<b>1.Microenterprises:</b> enterprise having 5 or fewer employees. <b>2.Small enterprises:</b> enterprise greater than 5 employees and less than 50. <b>3.Medium enterprises:</b> enterprises greater than 50 employees and less than 250. <b>4.Large enterprises:</b> enterprises greater than 250 employees. These numbers include both self-employed (client and family members) and non-family hired employees.	Adapted from SEEP, Social Performance glossary
Financial services	<b>1.Debit card:</b> a bankcard used to make an electronic withdrawal from funds on deposit in a bank, as in purchasing goods or obtaining cash advances/ <b>Credit card:</b> a bankcard that may be used repeatedly to borrow money or buy products and services on credit. <b>2.Savings facilitation services:</b> the MFI enables its clients to have savings in other institutions. <b>3.Money transfer services:</b> Money sent by expatriate migrant worker to their home country or other payments in cash, check or electronic transfer, also made domestically. <b>4.Payment by check:</b> bill of exchange, or draft on a bank drawn against deposited funds to pay a specified sum of money.	MIX
Full-time workers	Those working more than 6 hours a day, for more than 8 months a year.	MIX
Health services	<b>1.Basic medical services:</b> basic nursing, basic medical support and vaccination services. <b>2.Special medical services for women and children:</b> services such as PAP smears to breast exams, STD screenings, pre- and post- natal care for pregnant women.	MIX
Insurance	<b>1.Credit life insurance:</b> insurance issued to cover the life of a borrower for an outstanding loan. If the debtor dies prior to repayment of the debt, the policy will pay off the balance of the amount outstanding. <b>2.Life insurance:</b> insurance that guarantees a specific sum of money to a designated beneficiary upon the death of the insured or to the insured if he or she lives beyond a certain age. <b>3.House insurance:</b> property insurance that covers losses occurring to one's home, its contents, loss of its use, or loss of other personal possessions of the homeowner. <b>4.Livestock and agriculture insurance:</b> coverage for crops in the event of loss or damage and coverage for domestic animals loss raised for home use or for profit, especially on a farm.	MIX
Interest rate calculation	There are several ways to calculate interest on a loan, of which two methods are most common: the declining balance method and the flat method. <b>1.Declining balance method:</b> the interest is charged only on the amount of the loan principal which the borrower has not yet repaid. <b>2.Flat method:</b> the interest rate is calculated on the basis of the stated initial principal amount of the loan irrespective of the payment plan.	MIX

Legal form	<b>1.Bank:</b> a licensed financial intermediary regulated by a state banking supervisory agency. It may provide any of a number of financial services, including: deposit taking, lending, payment services, and money transfers. <b>2.Rural Bank:</b> banking institution that targets clients who live and work in non-urban areas and who are generally involved in agricultural-related activities. <b>3.Non-bank financial institution:</b> an institution that provides similar services to those of a Bank, but is licensed under a separate category. The separate license may be due to lower capital requirements, to limitations on financial service offerings, or to supervision under a different state agency. In some countries this corresponds to a special category created for microfinance institutions. <b>4.NGO:</b> an organization registered as a non profit for tax purposes or some other legal charter. Its financial services are usually more restricted, usually not including deposit taking. These institutions are typically not regulated by a banking supervisory agency. <b>5.Cooperative/credit union:</b> a non profit, member-based financial intermediary. It may offer a range of financial services, including lending and deposit taking, for the benefit of its members. While not regulated by a state banking supervisory agency, it may come under the supervision of regional or national cooperative council.	MIX
Lending methodology	<b>1.Individual loans:</b> A loan made to an individual borrower who is solely responsible for its repayment. <b>2.Solidarity group:</b> A loan group made up of approximately 3–10 people drawn from the same community and where group members collectively guarantee loan repayment <b>3.Village banking:</b> As in solidarity groups, loan repayment is guaranteed by collective membership, but loan groups are bigger, made up of approximately 20–30 people (typically women).	MIX
Mission statement	A formal, written expression of an organization’s mission that defines why it exists, and what it does for whom. It ca	Adapted from SEEP, Social Performance glossary
Poverty assessment tools	<b>1.Progress Out of Poverty Index (PPI) CGAP-FORD, Grameen:</b> the PPI is a composite of 10 easy-to-collect, non-financial indicators such as family size, the number of children (attending school), type of housing and assets, linked to a poverty likelihood score, according to different poverty lines. Each PPI is specific to its particular country characteristics as each is based on a recent national household survey that covers expenditure or income. <b>2.IRIS/USAID Poverty Assessment Tool (PAT):</b> also based on recent national household surveys that cover expenditure or income, the PAT is a country-specific questionnaire of 15-18 indicators that are benchmarked to different poverty lines. (Initially designed to report on the % of clients who are 'very poor' according to the legislative definition of 'extreme poverty' for the country in question). <b>3.Per capita household expenditure:</b> sum of total household expenditure (for consumption or non-consumption) divided by the number of members living in the household <b>4.Per capita household income:</b> aggregate income from all household income from work, capital and government transfers, cash and in-kind - divided by the number of members living in the household). <b>5.Housing index:</b> the Housing Index uses the structure of the house and sometimes the compound, the material used for building the house, the number of rooms, the presence of running water and bathroom facilities to differentiate between economic levels of households and identify those who are poor. <b>6.Participatory wealth ranking (PWR):</b> PWR relies on criteria that communities themselves define to conduct assessments of who within their communities they deem to be poor and who relatively better off. PWR lets communities themselves define what constitutes poverty and relative well being and lets communities then classify households according to relative levels of poverty. <b>7.Means Test:</b> the means test uses a very simplified household survey to determine poverty levels of households. A small number of relatively easily verifiable and generally asset based indicators are used, including land ownership, livestock ownership, ownership of radio, television, etc. Other indicators that may be used are educational levels or social indicators . A composite score is then derived to rank households. <b>8.Food security index:</b> it is a quantitative assessment of the availability, stability and access to food supplies in each country, as well as the nutritional outcomes that result from food insecurity. <b>9.Own Proxy Poverty Index:</b> any other poverty indicator used by your institution.	Adapted from Microfinance Gateway; SEEP, Consumer's Guide to Social Performance Assessment; USAID Poverty Tools
Poverty levels	<b>1.Very poor:</b> Clients living below an absolute extreme poverty line. Common extreme poverty lines include (1) persons in the bottom 50% of those living below the poverty line established by the national government, or (2) persons living on less than US \$1.00 per day (technically \$1.08 per day per capita at 1993 Purchasing Power Parity - PPP) or on less than of US \$1.25 per day at 2005 PPP. <b>2.Poor:</b> Clients living below a poverty line. Common poverty lines include (1) persons living below the poverty line established by the national government, or (2) persons living on less than US \$2.00 per day in daily per-capita expenditures at 1993 PPP. <b>3.Low income:</b> Clients above the poverty line but below the national average income. For any update about poverty lines and PPP visit: <a href="http://www.povertytools.org/">http://www.povertytools.org/</a>	MIX
Regular service point	Services which include MFIs branches, mobile banking agencies or delivery services operating at least one day a week. An area is considered to have no other MFI or bank branches when a services point is located at least 50 km (or more than 2 hours) away.	Adapted from CERISE, SPI Initiative
Rural areas	Settled places outside towns and cities, such as villages, hamlets, where most livelihoods are farm based.Farm includes both crop and noncrop agriculture, livestock, fishing, etc.	MIX
Savings	<b>1.Checking accounts:</b> an account which allows the holder to write checks against deposited funds <b>2.Savings accounts:</b> an account used to deposit money and earn interest on the account over time <b>3.Fixed term deposits:</b> deposit that cannot be withdrawn before a date specified at the time of deposit <b>4.Special purpose savings accounts:</b> a deposit account for private individuals to accrue money for a special purpose and receive interest on the deposited amount.	MIX
Semi-urban areas	Residential areas on the outskirts of a city or town with strong presence of non-farm economy.	MIX
Staff turnover rate	Percentage of staff having left the MFI during the last reporting year, as calculated by: <i>Total number of staff at the end of the previous year reporting period+New staff contracted during the current reporting period-Total number of staff at the end of the current reporting period/Average (Total number of staff at the end of the current reporting period+Total number of staff at the end of the previous year reporting period).</i>	MIX
Urban areas	Areas constituting a city or town with higher density of population in comparison to the surrounding areas, where the majority of people do not dependent upon agriculture as main economic activity.	MIX

Voluntary savers	The total number of individuals who currently have funds on deposit with an MFI on a voluntary basis.i.e. they are not required to maintain the deposit account to access a loan. This number applies only to deposits that are held by the MFI, not to those deposits held in other institutions by the MFI's clients.	MIX
Women empowerment	The MFI identifies constraints that women face in the society and seeks to enable women - through the provision of financial and non financial services tailored to women's needs - to challenge and change gender inequalities in the household, market and community. The MFI carefully supervises women business activity to ensure that the woman client effectively exercises the control over her loan and business activity and does not hand it over to their husband or another male in the household. Some of the non financial services aiming at empowering women are: <b>1.Business training for women:</b> specific training to promote women's entrepreneurship. Besides basic bookkeeping and business management skills it may include guidance in balancing family and work responsibilities, group dynamics and leadership (in the case of group loans). <b>2.Women leadership training:</b> training aiming at increasing women's confidence to work productively, enhance their sense of self-empowerment related to control over their freedom of movement and decision-making <b>3.Training on rights and responsibilities as leaders in participative models:</b> develops the leadership capacity among group members to promote the rotation of leadership roles <b>4.Women's rights education/Gender issues (training for men and women):</b> provides a forum for dialogue on social and political issues, such as, women's rights and issues concerning gender roles in the community and awareness to eliminate any form of violence and discrimination against women. <b>5. Counseling for women victims of violence:</b> gives women victims of violence psychological and support and free legal advice.	MIX
Women staff support	The MFI engages in policies aiming at supporting the presence of women staff. Among these policies there are: <b>1.Equal opportunities:</b> The MFI actively supports the recruitment of both men and women staff and works in the community to overcome barriers of access to employment for women. <b>2.Quotas:</b> Quotas for women that entail that women must constitute a certain number or percentage of the staff at different levels. <b>3.Work time adapted to family constraints:</b> possibility to women staff to have decently paid permanent part-time work. <b>4. Maternity and paternity leave policies:</b> paid maternity leave and protections for pregnant women against job discrimination. <b>5.Policies in support of women's mobility in the field:</b> help to overcome the obstacle of limited mobility of women who are working in the field and have to travel to visit clients or reach the workplace.	MIX