we assigned countries 1–3 points, with lower scores reflecting more favorable conditions (low infant mortality or high female education); we then added the two scores to obtain final scores ranging from 2 to 6. Finally, we divided the countries into three groups: Those with a combined score of 2 were considered to have a good social setting, those with a total score of 3 or 4 were classified as having a medium social setting and those with a score of 5 or 6 made up the poor group. Therefore, the good category consisted of countries with a high level of female education and a low infant mortality rate; the medium category comprised countries with a high level of female education and a medium or high infant mortality rate, those with a low or medium level of female education and a low infant mortality rate and those with medium rankings on both the education and infant mortality measures. The poor category consisted of countries with a medium ranking on female education and high infant mortality, or a low level of female education and either a medium or high infant mortality rate.

Finally, we created similar categories for program effort index scores. In earlier analyses,15 countries with a score of 0–20 were classified as having a very weak or no program, and those with a score of 67 or higher were classified as having a strong program. In 2004, the scores for the 40 countries included in this analysis varied from 23 to 65, so none had a strong program or a very weak one, according to the earlier definition. Therefore, the good category consisted of countries with a high level of female education and a low infant mortality rate; the medium category comprised countries with a high level of female education and a medium or high infant mortality rate, those with a low or medium level of female education and a low infant mortality rate and those with medium rankings on both the education and infant mortality measures. The poor category consisted of countries with a medium ranking on female education and high infant mortality, or a low level of female education and either a medium or high infant mortality rate.

For the cross-tabulation analysis, we classified Human Development Index scores of 57 or greater as good, 48.0–56.9 as medium and less than 48 as poor. The construction of the second index of social setting required several steps. First, we categorized infant mortality rates of 75 or more deaths per 1,000 live births as high, 50.0–74.9 per 1,000 as medium and fewer than 50 per 1,000 as low. Next, we rated the level of female education in a country as high if at least 65% of young women aged 15–19 had had some secondary education and as medium if 30.0–64.9% had had such education and as low if fewer than 30% had had any secondary schooling. Third, for each of these outcomes, we assigned countries 1–3 points, with lower scores reflecting more favorable conditions (low infant mortality or high female education); we then added the two scores to obtain final scores ranging from 2 to 6. Finally, we divided the countries into three groups. Those with a combined score of 2 were considered to have a good social setting, those with a total score of 3 or 4 were classified as having a medium social setting and those with a score of 5 or 6 made up the poor group. Therefore, the good category consisted of countries with a high level of female education and a low infant mortality rate; the medium category comprised countries with a high level of female education and a medium or high infant mortality rate, those with a low or medium level of female education and a low infant mortality rate and those with medium rankings on both the education and infant mortality measures. The poor category consisted of countries with a medium ranking on female education and high infant mortality, or a low level of female education and either a medium or high infant mortality rate.

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