

If you already turned in HW#5v1 you do not have to submit HW5v2. Thank you for the wonderful poverty and inequality Figures for Chile, Colombia, Honduras, and the DR.

If you are submitting HW#5v2 be sure to include your name and HW#5v2 name to file name (pdf or word) as in ECON3235_HW5v2_YourFirstLastName *Don't forget to add references in standard format ([see references handout](#))*. Please read [references handout](#). Doing Cuba or Puerto Rico please use the sources I sent you or focus on the DR or another similar Caribbean country... Write your answers clearly on the word template of this file using a **different color font (red or Fordham red?)**. Note that the excel Figures are not required. When you reference Cechchini and Atuesta (2017) especially please include page, Table or Figure number.

See Online references: Cecchini and Atuesta (2017): [ECLAC/CEPAL on CCTs: USDA Puerto Rico SNAP benefits](#) [Example Figures for Chile \(an LA7 country\)](#) Lustig, 2017's [Barcelona slides on LatAm Inequality](#)

HW 5.1.2 List available \$1.90/day poverty or \$4/day poverty rates in a Table (just for survey years). Use this data to discuss poverty and inequality trends in your country. Create as 2nd table for Gini and Inequality ratios for your case study country (I emailed the Puerto Rico group U.S Poverty line numbers and an article about SNAP in Puerto Rick). For the LA-7 countries use \$4/day poverty rates \$1.9/day should be very low. Use [this updated spreadsheet](#) find data for your country. See Figures H-1 to H-3 below.

HW 5.2.2 Use the [CEPAL study](#) (Cecchini and Atuests, 2017) to discuss CCT programs your country: coverage, start/dates, innovative features, etc. Did inequality fall in your country due redistribution or growth or both? See Lustig, 2017's [Barcelona Slides](#).

HW 5.3.2 Bangladesh's [girls school stipend program](#) (FSP) started when? Cash payments are conditional on what? What feature does it share with many LatAm CCTs? How does it differ? Was the FSP [designed to prevent child labor*](#) as in Brazil? If not, what is it trying to prevent? *EC: Mention garment exports (that compete with COL)*. See also [Gruben & McLeod 1996](#). List if you refer to them in the text of your answer, use author, date format. See also María Cristina Osorio Vázquez, (2017) *Understanding girls' education in Mayan Communities on the Yucatan Peninsula*, [Brookings Eschidna Global Scholars Series](#), Monday, Nov 6, 2017

******Save this section for later*)

HW #8: Due Saturday November 18th on BB (Many of you have already done this, so just resubmit your HW #5v1 on BB as HW#8 make corrections I suggested. Perhaps just put one variable in each Figure. See Chile or Haiti Figures shown below (Figures H-1, H2 and H-3). For inequality measures use survey years only (see Haiti example below Figure H-3). Write a sentence or two about poverty and inequality trends in your country referring to Figures in the text of your answers (if you do not refer to Figures or references in the text, do not include them in HW8 or HW5v2).

HWQ 8.1 Discuss poverty trends in your country referring to your new Figures you made, link poverty & inequality reduction to Growth or CCT style redistribution (see question 5.2.2). Refer to the Figures to prepared for HW 5 and 8 to illustrate your answer if possible.

HWQ 8.2 Create a GDP growth Figure similar to the ones we did for Bolivia and Ecuador using average per GDP growth rates for 2000-04, 2005-10, 2011-14, 2015-17, & 2018-20 as projected in [IMF Oct 2017 WEO](#)

Please only include the references you cite in your answer using standard author, date format.

References

Cecchini, Simone & Bernardo Atuesta (2017) [Conditional cash transfer programmes in Latin America & the Caribbean](#): coverage and investment trends. #224. Naciones Unidas Comisión Económica para América Latina y el Caribe (CEPAL).

Fuwa, Nobuhiko, et al. (2013) *Subsidy to Promote Girls Secondary Education: the Female Stipend Program in Bangladesh (English) | The World Bank, Wash DE* documents.worldbank.org/curated/en/183331468013214760/Subsidy-to-promote-girls-secondary-education-the-female-stipend-program-in-Bangladesh.

Heath, Rachel, and A. Mushfiq Mobarak (2015) "Manufacturing growth and the lives of Bangladeshi women." *Journal of Development Economics* 115: 1-15. <https://www.econstor.eu/bitstream/10419/103526/1/dp8483.pdf>

Heath, Rachel, and A. Mushfiq Mobarak (2014) *Manufacturing Growth and the Lives of Bangladeshi Women*, CATO Institute Research Brief, September #10. http://faculty.som.yale.edu/mushfiqmobarak/featuredresearch/BD_Garments.pdf

Lustig, Nora. (2017) "1st Catalan Economic Society Conference." *The Dynamics of Income Inequality in Latin America*. Lustig, N. (2017, May 27). [Dynamics of Income Inequality in Latin America](#) (presentation in Barcelona, Spain). Retrieved 2017, from *Commitment to Equity*, Tulane University:

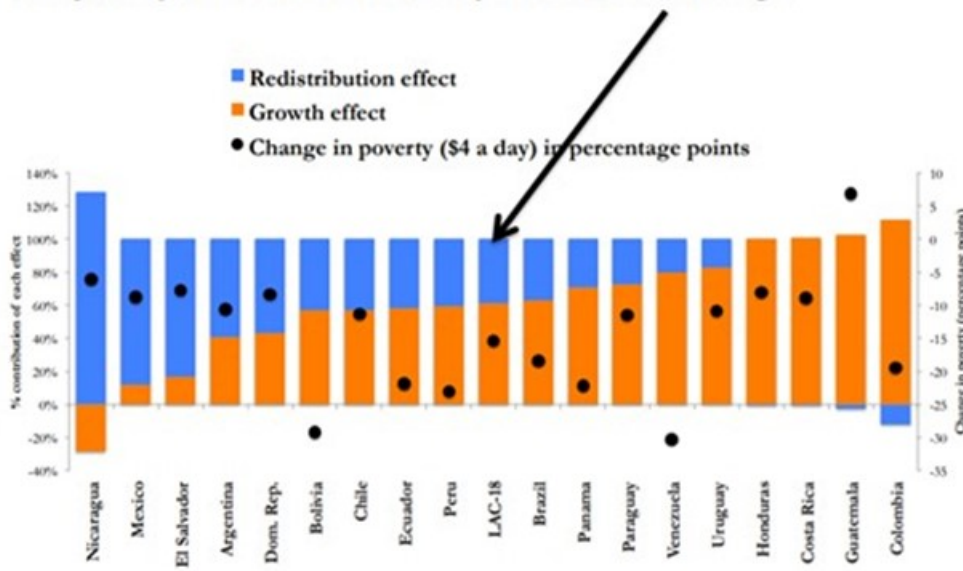
Mobarak, Mushfiq (2012) *How to Keep More Girls in School? Lessons from Bangladesh*, *Ideas for India*, 24 Sept. 2012, www.ideasforindia.in/article.aspx?article_id=57.

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Raynor, Janet, Wesson, Kate (2006). *The Girls' Stipend Program in Bangladesh*. *Journal of Education for International Development* 2:2. Retrieved from <http://www.equip123.net/JEID/articles/3/Girls'StipendPrograminBangladesh.pdf> on November 8, 2017.

Figure B-6 Contribution of growth & Redistribution to Inequality Reduction

Poverty reduction: growth contributed with 61 percent and inequality reduction with 39 percent, on average



Lustig et al. (2014) based on SEDLAC

Source: Lustig, 2017 slide 15

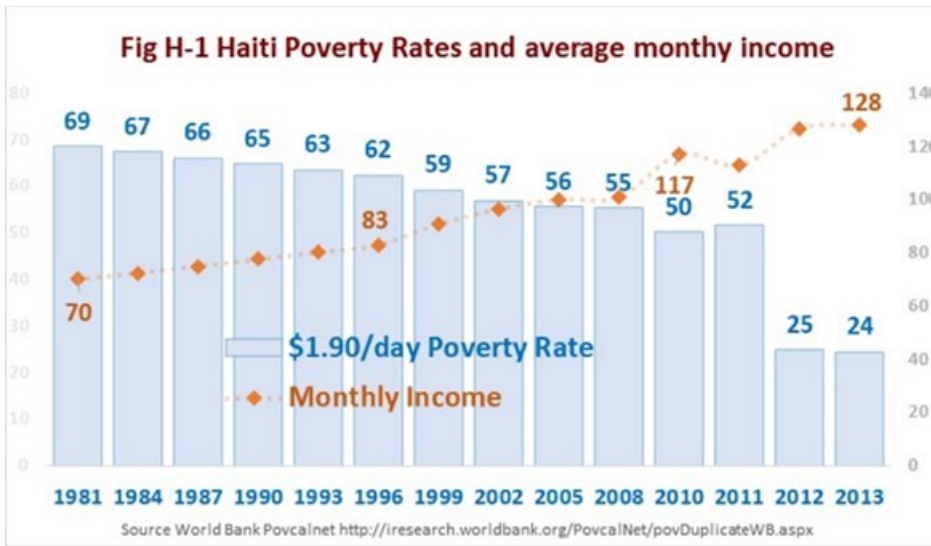


Fig H-3 Haiti Inequality Measures

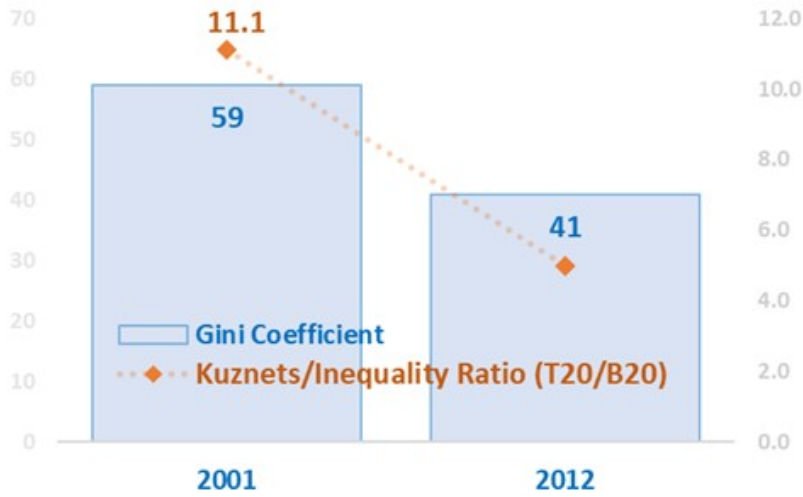


Fig H-1 Chile Poverty \$4/day Rates and average monthly income

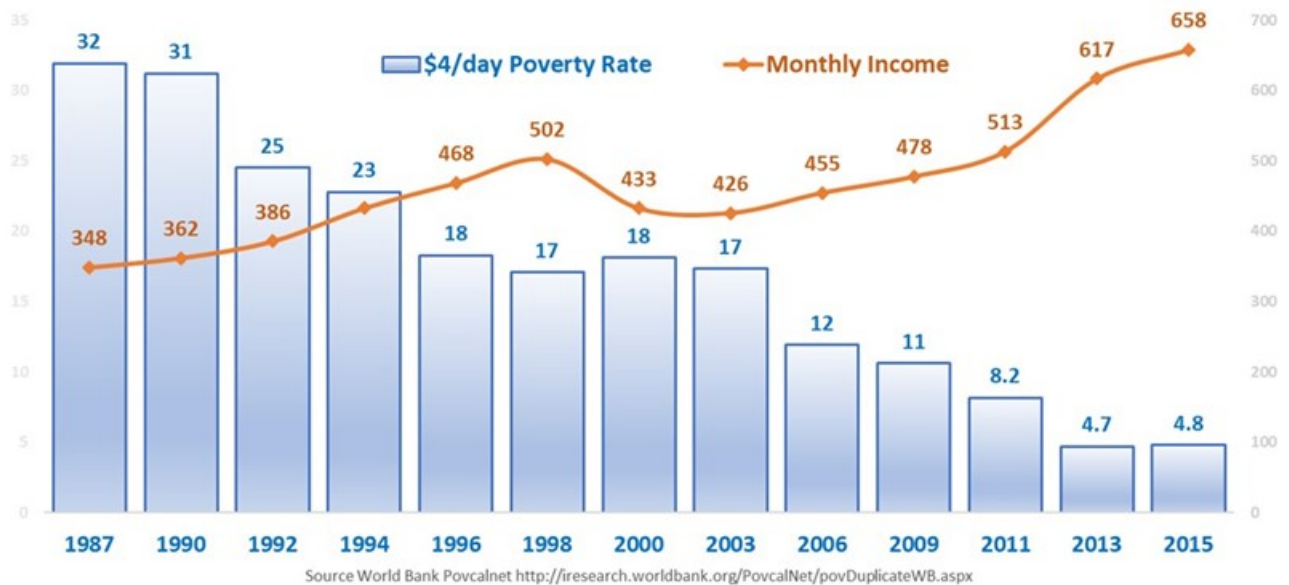
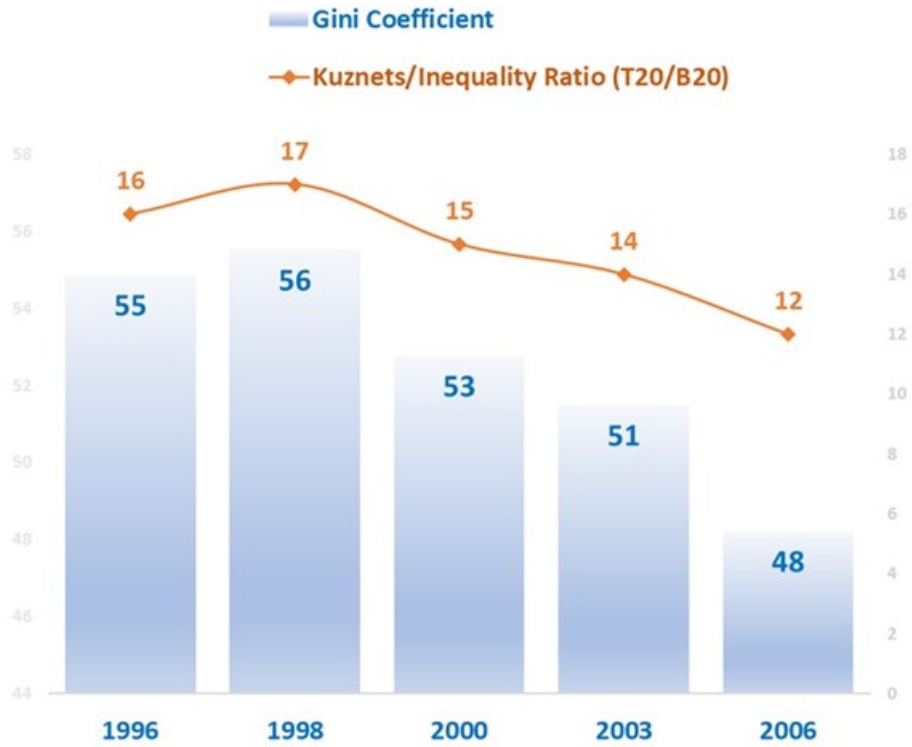


Figure H-6 Chile Poverty Rates compared (\$4 and \$1.90 per day)



Source World Bank Povcalnet <http://iresearch.worldbank.org/PovcalNet/povDuplicateWB.aspx>

Fig H-3 Chile Inequality Measures



Source: World Bank Povcalnet, accessed 11/2017