

# World Poverty Spring 2010 calendar *(last updated May 16<sup>th</sup> 2010)*

« May 2010 »						
S	M	T	W	T	F	S
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

**Friday May 14<sup>th</sup> 5pm-6pm** Review session, [Answers to quiz 6](#) and [blank copy of quiz 6](#) posted online for review. See updated [final review sheet \(backup link\)](#). See also answers to [quiz 4](#) and [quiz 5](#), as requested (quiz 5 answers in particular includes links to relevant readings). Most of the multiple choice questions on the final exam will be variations on these questions (for additional questions see terms for review on the [final exam review sheet](#)).

**Monday May 17<sup>th</sup>** Final exam, 202-Dealy, 1:30pm.

**Wednesday May 12<sup>th</sup> 6:00pm:** near E-527 Dealy (probably in the Economics Conference room); schedule for taking optional quiz 6 should be at the top of [quiz 6 review sheet](#). See lecture notes on [globalization and U.S. Poverty, trade vs. aid garment case study](#) and [Nopales remittances slides](#). See also Ron Haskins [updated slides](#) for 2008...and the first few pages of this update on motherhood.

## Extra credit options:

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### Bangladesh and the MDGs:

**Haiti update:** use news stories and postings at UN and World Bank to update current situation in Haiti as Haiti makes the transition to recovery. Check NGOs and UN agencies first (UNICEF, UNDP, UNDP-CPR, CRS) as well as World Bank and Inter-American development bank. Find initiatives and policies that address issues raised by Collier, Moyo and Danner or in other course readings. Trade, remittances-immigration (TPS) and rural development and employment programs are especially important. Also, who is running relief and recovery programs? How is aid being administered? How are emergency relief measures addressing long term development and poverty reduction issues?

**Homelessness and marriage:** *(these are related, but that is not the topic):* Write a brief 3-5 page paper on urban poverty and homelessness with a special emphasis on mental illness or race. There are two documentaries we may not have time to view, “A troubled mind” an ABC documentary on mental illness (read [Jencks chapter 3 on mental illness](#) and homelessness too, relate it to the film). The other documentary is Let’s Get Married, watch it and read the [relevant interview on the Frontline web page](#) with Professor Mincy on Fragile Families, in including an update from the Fragile [families web page](#). Also [read chapter 10](#) of the [Creating an Opportunity Society](#) (and the Bush marriage initiative appendix). and discussion in the Creating an volume. Alternatively, read a chapter of the Opportunity Society not required for the class, summarize and relate to the course, discussing the value of the chapter as a class reading.

## Calendar Archive

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**Thursday May 6<sup>th</sup>:** Globalization and U.S. Poverty: aid vs. trade; how to reduce poverty here and abroad. See lecture notes on [globalization and U.S. Poverty, trade vs. aid garment case study](#) and [Nopales remittances slides](#).

**April 22<sup>nd</sup>:** Lecture on welfare reform and fragile families. Relative Poverty: see article on relative [poverty in Japan](#) and OECD’s calculations of relative poverty in the U.S. (below).

**April 26<sup>th</sup>** Two parent families: the marriage movement and fragile families, what works and what doesn’t? Watch the [Frontline Documentary](#) and take the [Let’s Get Married quiz](#) and see the review questions for Quiz #5.

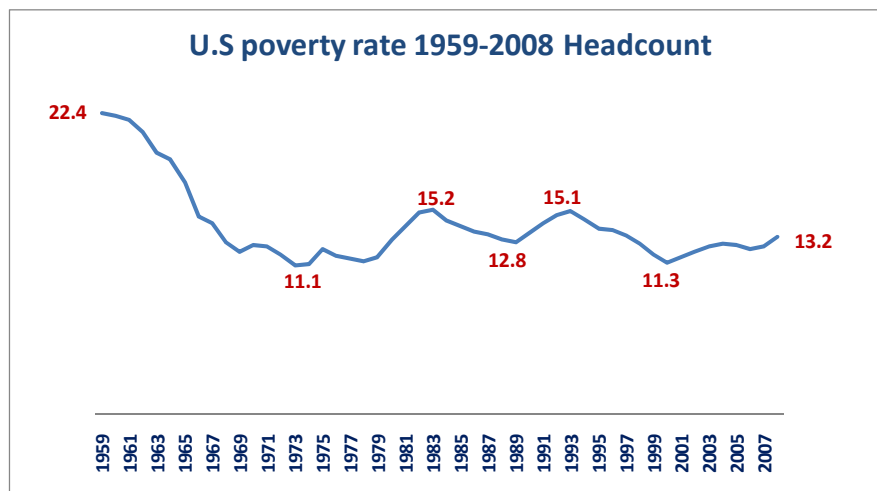
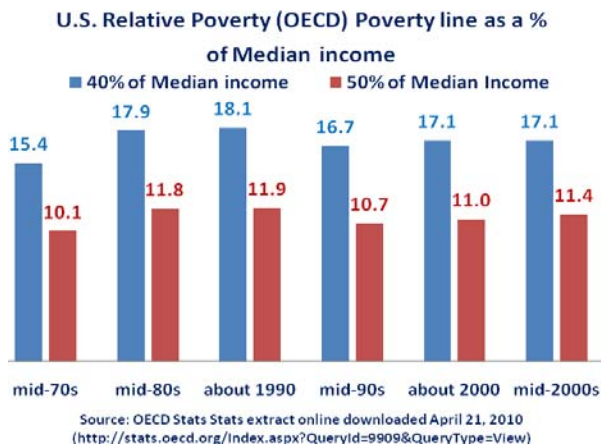
**April 29<sup>th</sup>:** **Lecture:** [Urban poverty](#): take [Quiz #5 see review sheet](#), and [lecture notes on welfare reform](#), work and marriage.

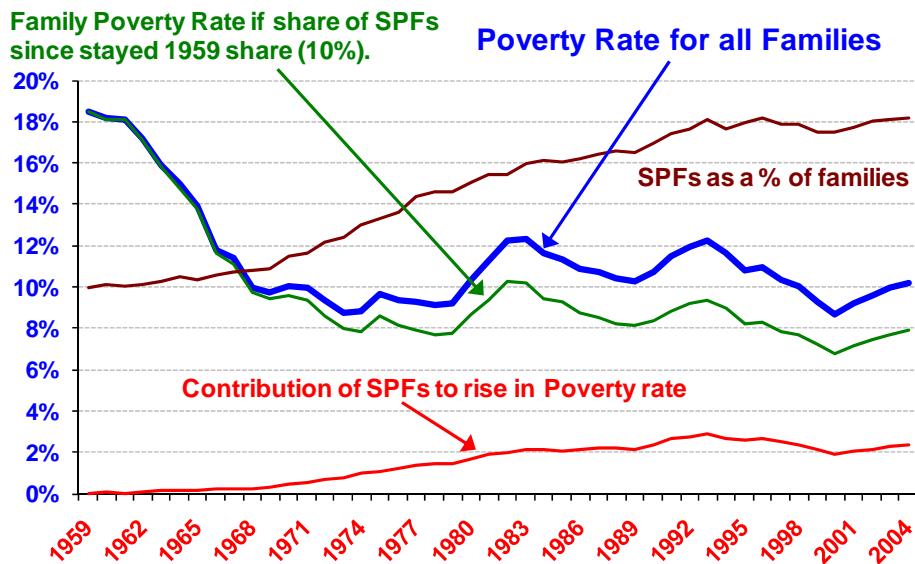
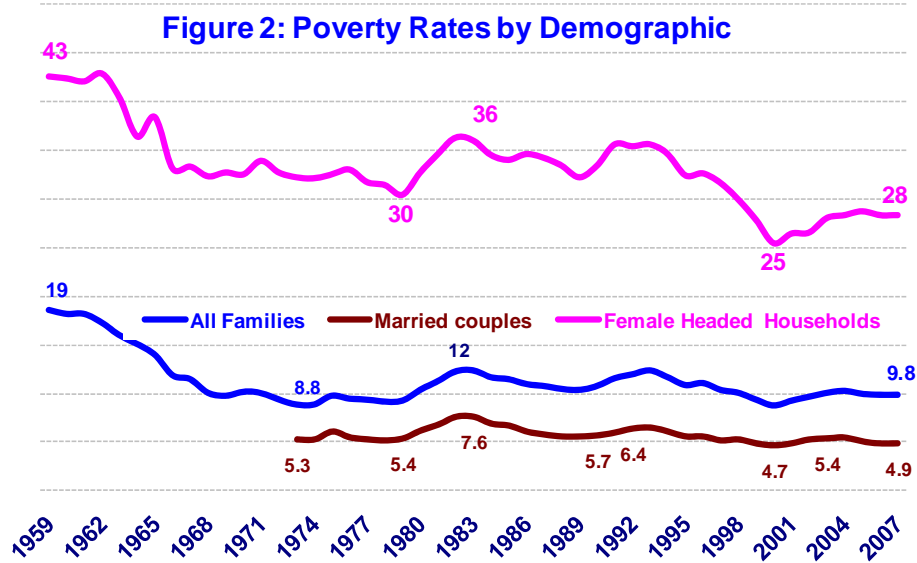
**Midterm answers and makeup option:** Choose 1-2 of the questions you did not answer from the longer essays, 6-10. Answer the question carefully but briefly (two pages single spaced per question). Start each answer with the relevant question section (9a, 9b, etc.). Demonstrate you are familiar with the readings, citing by page numbers or using brief quotes. Send your answer by email as an email attachment with Econ 3240 on the subject line. Be sure to include your full name both in the body of your email and on the question attachment. Answer one or two more essays, two pages typed maximum, for a total of up to 6 points added to the long essay section of your exam (up to 3 points for each make up essay). A well-written succinct answer that makes use of the course readings can raise your grade on the midterm by giving you a positive score on the long essay section—instead of a negative score which will not help your grade on the first two parts of the exam (15 points) already returned to you. You must send your email with the optional midterm makeup essay attached by midnight Sunday April 25<sup>th</sup> so I can look at it before returning the long essay section of the exam on Monday April 26<sup>th</sup>.

**Extra credit paper:** Write a brief 3-5 page paper on urban poverty and homelessness with a special emphasis on mental illness or race. There are two documentaries we may not have time to view, “A troubled mind” an ABC documentary on mental illness (read [Jencks chapter 3 on mental illness](#) and homelessness too, relate it to the film). The other documentary is Let’s Get Married, watch it and read the [relevant interview on the Frontline web page](#) with Professor Mincy on Fragile Families, in including an update from the Fragile [families web page](#). Also [read chapter 10](#) of the [Creating an Opportunity Society](#) (and the Bush marriage initiative appendix). and discussion in the Creating an volume. Alternatively, read a chapter of the Opportunity Society not required for the class, summarize and relate to the course, discussing the value of the chapter as a class reading.

**April 15<sup>th</sup>:** America’s War on Poverty: won or lost ([lecture notes](#))? Watch the PBS special In this Affluent Society, noting the parallels between the largest migration in U.S. history and the recent much larger migration from North to South China. Also, please read the [online chapter](#) of [Creating an Opportunity Society](#) (here is the [presentation](#) reviewed in class). Please read PBS film [questions 2-6](#) and then watch as much of this PBS video “In This Affluent Society” as possible, but especially parts 1, 2 & 4, [\\*Part 1 \(10 minutes\)](#) [\\*Part 2 \(12 mins\)](#) [\\*Part 3 \(20 mins\)](#) [\\*Part 4 \(10 mins\)](#).

**April 19<sup>th</sup>:** **Quiz #4** covers PBS film questions and U.S. poverty trends (see the [Quiz 4 review sheet](#) and check the latest [ACS Poverty Rates](#) for 2007 and 2008). See also some [HHS Dependency rates](#). Lecture: The 1996 Welfare Reform: did it work? In “[Work and Marriage](#)” Haskins and Sawhill (2003) argue that if everyone (a) graduated from high school (b) got married and had at most two kids and (c) had one adult working full time poverty among American Families would fall from 13% to about under 4%. Discuss what the government or private groups (NGOs) might do to encourage Americans in each of these areas... or are these decisions purely personal? If people chose the alternative in each of these instances, it costs the government social benefit payments: does it make sense to make benefits conditional on these goals (New Jersey’s family caps for example).





**April 12<sup>th</sup>:** Midterm exam, see [updated midterm review sheet](#) (v3) and check your regional reading selection below (depending on the email you sent in, or my random assignments, if you want to change regions, please let me know or find someone to trade with). On the final exam, you will write about the region not chosen for the midterm—but with more of a focus on aid vs. trade).

**April 8<sup>th</sup>:** Midterm review and beginning of U.S. poverty lectures. Questions? Email me questions at [mcleod@fordham.edu](mailto:mcleod@fordham.edu) with Econ 3240 in the subject line. See [updated midterm review sheet](#).

**April 1<sup>st</sup>:** Midterm review session, covers quizzes 1-3 (see [answers to quizzes 2-3](#)) and Haiti readings (Collier, Danner and videos, see below) and Sen [Chapter 8](#) and the first few pages of [chapter 9](#), plus read about poverty reduction strategies in [one of these areas, either Africa or China and India](#): Africa: Moyo Chapters 7-9 and Collier chapters 8-10 and 3-5; or India and China: Sachs chapters 1, 8 and 9 Factory Girls, Chapters 1,2, 5 and 10. See also the list by region below. Be prepared to discuss how each of these large regions is reducing poverty, how India and China have done it (green revolution, education, and factory jobs) and the special obstacles Africa (and Haiti) face in implementing this strategy. Can Africa do what China and India (and Bangladesh, Vietnam and Cambodia) have done? Feel free to discuss foreign aid, but from the point of view of the recipient countries we return to the aid vs. trade debate later, after we discuss poverty in the United States. Thank you for sending in your emails, those who expressed no preference were assigned to one region or another more or less at random to achieve equal coverage of both regions. See the readings below for each region/group. **Key Questions for April 1<sup>st</sup> review:** (1) What are key

differences between growth strategy of India, Bangladesh and China, where is one more successful than the other? Why is democracy important, or is it? (2) Can Africa apply the same strategy as Asia? What special problems does it face? What are the potential solutions to those problems, according to Sen, Sachs, Moyo and Collier? Is aid the part of the solution in Africa, or part of the problem (according to Sachs/Moyo and Collier)? (3) How does the Haiti video on remittances and microfinance solve some of Haiti's problems in a way that illustrates some of the arguments of Collier and Moyo? What are the limitations of this approach (why might it not work over the longer term?).

**Selected Regions:** *Almadani, Hamzeh W.(China/India)* *Badura, Michelle K.(Africa)* ;*Baker, Morgan L. (China/India)* ;*Banda, Sarah G. (Africa)* ;*Barry, Catherine N. (China/India)* ;*Birson, Kurt J. (Africa)* ;*Bowler, Johnathan J. (Africa)* ;*Burns, Madeline D. (Africa)* ;*Byrne, Margaret E. (China/India)* ;*Cherry, Peter R. (Africa)* ;*Deal, Amanda E (China/India)* ;*Delgado, Robert M. (Africa)* ;*Ferraro, Tomas (Africa)* ;*Ferro, Frank P. (Africa)* ;*Fung, Yuen L. (China/India)* ;*Guidice, Andrew T. (China/India)* ;*Hickman, Michael A. (China/India)* ;*Hohenberger, Elizabeth M. (Africa)* ;*Hutchinson, Timothy W. (China/India)* ;*Jenkin, Timothy A.(Africa)* ;*Karas, Alex (China/India)* ;*Li, Jianjun (China/India)* ;*Maher, Franklin(Africa)* ;*Malaszuk, Andrew S. (China/India)* ;*O'Connell, Kimberly A. (Africa)* ;*Pagli, Alexander V. (China/India)* ;*Parmar, Gurpreet (Africa)* ;*Schmidt, Patrick J.(China/India)* ;*Shamsuddoha, Reem (China/India)* ;*Sharma, Ram G. (Africa)* ;*Silvestri, Jonathan P.(China/India)* ;*Sliney, Robert E. (Africa)* ;*Timms, Christopher (China/India)* ; ;*Zaloom, Robert M. (Africa)*

**The 25 point midterm will be April 8th** the Thursday after we return from Easter Break. The midterm covers material from quizzes 1-3 plus section 6-8 on the international poverty reading list reading list (see the [preliminary review sheet](#)). We will begin discussing U.S. poverty that Monday April 12<sup>th</sup> unless you have questions regarding the midterm material. **See also frequently asked questions (FAQ) below.** To study for the midterm, please review: **a)** Quiz MC, short answer and extra credit essays. **b)** the review sheets for these quizzes, including discussion questions. **c)** Discussion question sets 1-3 and problem sets 1-2. Key readings will be Sachs chapters 10 and 13 on poverty traps and pro-poor growth solutions, (don't forget to review chapters 1-3 and 8-9 assigned previously). There will be three longer essays, of which you have to answer a question about Haiti and then you can choose to answer question about China and India, or about Africa. Everyone should read Dambisa Moyo Forward, Preface, Intro and Chapters 1 and Chapter 3. Leslie Chang Factory Girls, Chapter 1 and 4, Sachs Chapters 1-3 and Collier Chapters 1-4 Sen chapters 4 and 8. For the Haiti question watch the two videos and read the Collier and Danner articles on Haiti's history and potential recovery.

**China and India:** Chapters 8 and 9 in Sachs and Sen Chapter 4,8 and 9 and Leslie Chang Chapters 2,4, 5 and 10 (and if possible watch the first and last 15 minutes of Friedman's Outsourcing documentary.

**Africa readings:** Collier chapters 5-10; Moyo Chapters 2,4, and chapters 4-9.

Remittances and recovery in Haiti: [Watson IDB video](#) and [article on same](#).

March 26<sup>th</sup> 9:30am and 1pm: Conference on [Migration, Remittances and Microfinance during Crises](#)

[CGAP film on Poverty in Haiti](#) [Haiti slides](#) [Mark Danner NY Time Oped on Haiti](#)  
[Shaaf and Kristof on Haiti](#) ("frank talk" about Haiti) [Paul Collier's UN plan for Haiti \(last January\)](#)

Highly recommended gap-minder video:

[Health and Poverty Data TED talk](#) by "Gapminder" developer Hans Rosling

**March 11<sup>th</sup>:** Double [quiz 2-3](#), see [quiz review sheet](#) and [answers](#).

**Assignment 4:** Due February 25<sup>th</sup>, answer [Indonesia/NIKE questions](#) IDQ 2.1, IDQ 2.2 part (a) and if possible [CLM question 3.8 just part \(d\)](#) based on the China/ India readings and videos, two pages typed, single spaced, labeling each question carefully and fully (e.g. CLM 3.8). Both these questions make use of Table 1 in the [PPP handout](#), so read through it quickly first.

**Assignment 5: Due March 4<sup>th</sup>,** brief typed answers to [China and India questions CLM 3.1-3.3](#), and see [answers here](#) two pages single spaced max, plus turn question 1 of [problem set #2](#) as done in class Thursday. There are a few short articles and Sachs Chapter 8 to read for these questions (see also Sachs' chapter on India). Pay attention to short excerpts from Sen *Development as Freedom*, the Friedman video on outsourcing in India (Mumbai) highly recommended, but we may not have time to incorporate it in the class this year, the first and last 15 minutes are most relevant.

**Double quiz #2&3: March 11<sup>th</sup>** covers population, child labor and malnutrition, some required short answer but very short answers (on quiz page), a preliminary review sheet for this 30 minute "mini-midterm" will be posted Thursday March 4<sup>th</sup>.

**Midterm exam March 25<sup>th</sup>** (more like 2/3 term for us, I know, but it works best, try to get the Moyo book before the midterm if you can, though some key readings will be on line as well.

**Quiz #1: Feb. 16<sup>th</sup>** covers problem set #1 and material/readings in homework questions ([review sheet updated February 13<sup>th</sup>](#)). To make the quiz easier to grade, first write your choices inside the question copy them to the spaces to the left of each question. Be sure to study the diagrams and Tables below for poverty trends (see [the charts in the class notes](#) too).

## World Poverty issues videos, conference and news:

[video line up for Tuesday February \(Monday schedule\)](#)

[What the last 200 years accomplished...](#)

[Munee \(you tube version\)](#) or [Munee + Intro \(better\)](#)

[What stops population growth? \(Gapminder\)](#)

[microcredit](#) videos from Hear our voices WB video

[Bangladesh Miracle video](#) (gapminder)

[The rise of India and China](#) (Gapminder)

**Thursday Feb. 18<sup>th</sup> all day:** please attend at least one session of this [Fordham UNICEF conference](#) at McNally Auditorium at the Fordham Law school (enter on 62<sup>nd</sup> street or take the underground tunnel from the entrance the Ram Van takes you to, 62<sup>nd</sup> street entrance recommended) They bonus points for attending a session, and three points for writing a brief summary of your panel, look for Andra, show her your student ID and your done. Free ram van passes are available by contacting Alessandro and saying you want a “CIPS pass” (sounds like sips) his email is [saluppo@fordham.edu](mailto:saluppo@fordham.edu) he will tell you how to get the free pass.

We especially need people for the morning session (9am) there is also a free light lunch after the 2<sup>nd</sup> session.

[Living on nothing but food stamps](#) (New York Times, January 2, 2010) [Food Stamp usage map](#)

**Assignment #2: Thursday February 4<sup>th</sup>:** Please submit short typed answers to questions 1.3 (above) and 2.2 and 2.3 in class Thursday Feb. 4<sup>th</sup> (one typed page per question max).

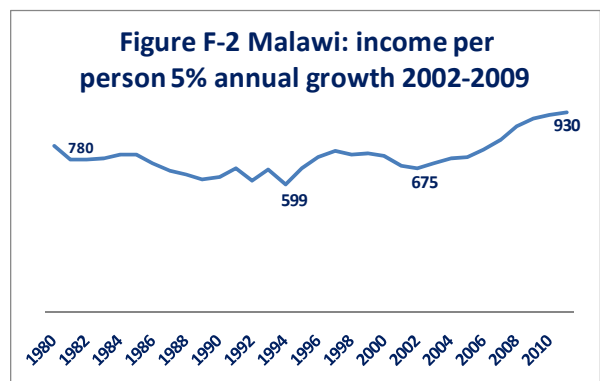
**Assignment #3: Feb. 8<sup>th</sup>,** Turn in your handwritten answers to #1-5 from [Problem set #1](#), please staple (I will bring a staple) and clean up your notes a bit by circling answers, with key calculations and write out the sentence answers, add (1a), (2b) etc. so we can see where you wrote the answers. We do 80% of these problems in class, so it just a matter of copying you lecture notes over, or cleaning them up a bit.

**Thursday January 28<sup>th</sup>:** please submit **Assignment #1** typed answers to questions 1 and 2 in class typed, two pages—both sides of sheet—maximum. For question or access to readings issues, or if you do not regularly read your official email, please email me at [mcleod@fordham.edu](mailto:mcleod@fordham.edu) adding “Econ 3240” in the subject line of this email and all course related emails. All of the readings for the first two assignments are online, but after that you will need the Sachs and Collier books.

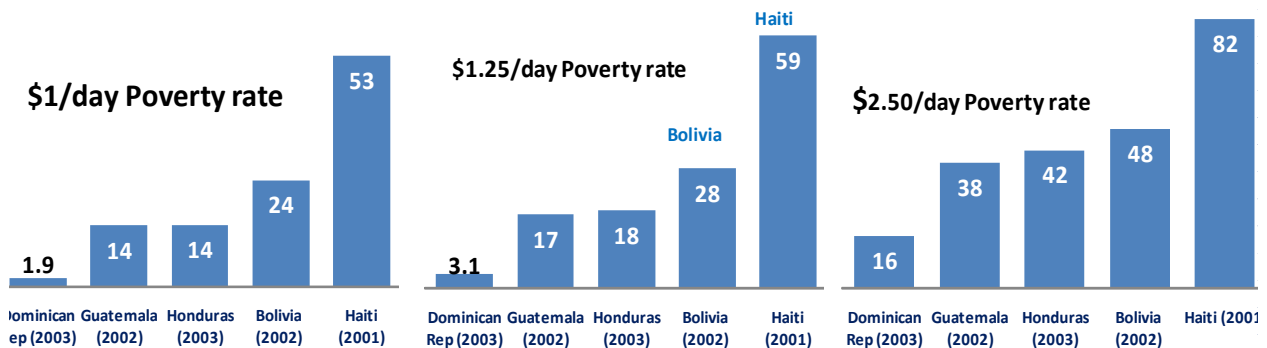
1.1) Both Collier ([2007- Preface and Chapter 1](#)) and Sachs (2005) mention Malawi early on. Why? Following Sachs [Chapter 1](#) briefly compare the situation in Malawi with that in Bangladesh. Considering how poor and formerly poor people make a living in these two countries (especially women), what can OECD people, NGOs and governments do to help the poor in Malawi and Bangladesh (e.g., what different sorts of support do these countries need from us)? Which country is easier to help, politically speaking? What is Malawi doing to help itself these days? (see NYT [Malawi fertilizer subsidies](#)). (see [Africa city rankings](#) below)

1.2 (a) Distinguish between the “great poverty reversal” discussed in class (see [lecture notes](#)) with the “reversal of fortune” discussed by [Acemoglu \(2003\)](#) and [Acemoglu, Johnson and Robinson or AJR\(2006\)](#). What is the role India and China play in these two reversals? (though India was more completely colonized than China)? (b) What does [Sachs \(2003\)](#) say about [Acemoglu](#) and [Rodrik’s](#) claim that institutions are the “fundamental” cause of poverty? (c) Walmart and other discount stores sales did not go down much during the 2008-09 recession. Why? Does shopping at these stores reduce poverty in New York and China? How?

1.3 Even before the recent earthquake, Haiti was the poorest countries in Latin America (see the [Haiti slides](#)). (a) AJR often use the DR and Haiti as an example of how institutions are more important than geography, why? Is this entirely correct? Haiti was of the first colonies to gain its independence after the U.S. (1809), does this mean imperialism did not play a role in hindering Haiti’s development? How did the U.S. influence Haiti’s institutions and integration? How it tried to make amends lately (hint: CBI) (b) Lay out a standard Asian development plan for Haiti’s recovery, use the [CGAP video](#) and [Haiti slides](#) to discuss where Haiti was making progress before the earthquake. (c) Would you (or [Paul Collier](#) or N. [Kristof](#)) recommend Haiti adopting an ILO [Betterwork stage II program](#)? (see the Kristof-ILO debate over Cambodia in question 2.1 below, and remember China).



1.4 Optional: How and when did or might your family escape \$1/day poverty (that's about \$50/day or about \$20k per year for a family of four)? Why and when did your ancestors come to this country (if they did)? During the period 1880 to 1920 New York's population grew from 2 million to 8 million, about what it is today, almost entirely due to immigration (see PBS NY video segments [NY Episode 4 Intro \(2 mins\)](#) and [NY immigration \(10 mins\)](#)). The 1990s saw another surge in immigration to NY and the U.S. Was your family part of either of these waves? Why did migration surge during these periods?



**Assignment #2: Thursday February 4<sup>th</sup>:** Please submit short typed answers to questions 1.3 (above) and 2.2 and 2.3 in class Thursday Feb. 4<sup>th</sup> (one typed page per question max).

- 2.1 Last year New York Times columnist Nicholas Kristof asked the Obama administration to promote sweatshops in very poor countries like Cambodia (and Niger). (a) Use his OPED ([click this link](#)) and [short video](#) to compare his rationale for promoting garment factories (see [case study 4.1](#) for more of Kristof's arguments). Now see the ILO's "better factories" [response to Kristof's column](#). Where do Kristof and the ILO agree and disagree? (b) Briefly compare his case with that made by Sachs for Bangladesh in [Chapter 1](#). What points do you find most and least compelling in their arguments? (c) What did Cambodia do to maintain and certify labor standards in their factories? (see [McLeod and Davalos, 2008, Box 13](#)). Why might it be especially important for post-conflict Cambodia to certify working conditions? What is the disadvantage of ILO labor conditions certification Kristof mentions? Do you agree or disagree with his argument? (d) How has the crisis affected garment exports from China, Haiti, Bangladesh and Cambodia (see the apparel trade slides at the end of [Haiti slides](#))?
- 2.2 (a) When James Sterba first visited Java in 1973 (see [Indonesia Case Study Part I](#)) he noticed people were not wearing shoes, when he returned in 1987 most were. Why? Why did wearing shoes benefit children in particular? (b) List the main reasons poverty fell so quickly in villages like Begajah during this period. (c) Like early 19<sup>th</sup> century Reverend T. Malthus, Sterba thought population growth would soon overtake income gains from higher rice yields. What actually happened in Indonesia and in this village? How much did the village population increase? The village seemed empty to Sterba, where were the missing villagers?
- 2.3 **Poverty during the crisis, and poverty trends over the past century:** (a) The crisis has had a dramatic affect on the advanced economies (OECD, U.S. plus Europe plus Japan) but less impact on the developing countries, especially the BRICs (Brazil, Russia, India and China). This means the poor in some countries suffer due to OECD, demand for exports are reduced (apparel—Cambodia), commodity prices fall, remittances fall (Mexico, Bangladesh) and capital flows fall (the [latest GEP](#) overview discusses all of these effects). Why does UNDP expect women and children to be most affected by the crisis (read the overview and watch the [short video at the UNDP crisis site](#), please) (b) Is the world on track to meet UN Millennium Development goal #1 of reducing \$1/day poverty by half from 1990 to 2015? Will all regions of the world meet this goal? (see WB projections in Table 1.3 below)? *Why did the \$1/day poverty line become \$1.25/day in 2005?*

See the [MDGs](#) and the new poverty forecasts from [World Bank Global Economic Prospects, 2010](#) (Table 1.3 below). Where will MDG #1 likely not be met? Why has poverty

**Table 1.3 Poverty in developing countries by region, selected years**

Region or country	1990	2005	2015 <sup>f</sup>	2020 <sup>f</sup>
<i>Percentage of the population living on less than \$1.25/day</i>				
East Asia and Pacific	54.7	16.8	5.9	4.0
China	60.2	15.9	5.1	4.0
Europe and Central Asia	2.0	3.7	1.7	1.2
Latin America and the Caribbean	11.3	8.2	5.0	4.3
Middle East and North Africa	4.3	3.6	1.8	1.5
South Asia	51.7	40.3	22.8	19.4
India	51.3	41.6	23.6	20.3
Sub-Saharan Africa	57.6	50.9	38.0	32.8
Total	41.7	25.2	15.0	12.8
<i>Percentage of the population living on less than \$2.00/day</i>				
East Asia and Pacific	79.8	38.7	19.4	14.3
China	84.6	36.3	16.0	12.0
Europe and Central Asia	6.9	8.9	5.0	4.1
Latin America and the Caribbean	19.7	16.6	11.1	9.7
Middle East and North Africa	19.7	16.9	8.3	6.6
South Asia	82.7	73.9	57.0	51.0
India	82.6	75.6	58.3	51.9
Sub-Saharan Africa	76.2	73.0	59.6	55.4
Total	63.2	47.0	33.7	29.8
<i>Number of people living on less than \$1.25/day (millions)</i>				
East Asia and Pacific	873	317	120	83
China	683	208	70	56
Europe and Central Asia	9	16	7	5
Latin America and the Caribbean	50	45	30	27
Middle East and North Africa	10	11	6	6
South Asia	579	595	388	352
India	435	456	295	268
Sub-Saharan Africa	296	387	366	352
Total	1,817	1,371	918	826
<i>Number of people living on less than \$2.00/day (millions)</i>				
East Asia and Pacific	1,274	730	394	299
China	961	473	220	168
Europe and Central Asia	32	39	22	18
Latin America and the Caribbean	86	91	67	62
Middle East and North Africa	44	52	30	26
South Asia	926	1,091	973	926
India	702	828	728	686
Sub-Saharan Africa	391	555	574	595
Total	2,754	2,557	2,060	1,926

Source: World Bank.  
f: Forecast.

**Poverty Rate** or **Headcount measure**: % of population under a particular poverty line (absolute poverty in this case)

**Number of poor** important but can be misleading if population growth is rapid (absolute poverty in this case)

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**Relative Poverty rate (40% of Median income)**

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4.4	Czech Republic
4.5	Sweden
5.3	Denmark
6.2	Finland
6.4	Luxembourg
6.7	Norway
6.9	Netherlands
7.1	Iceland
7.3	France
7.3	Hungary
7.8	Austria
8.1	Slovak Republic
8.1	Switzerland
8.8	Germany
9.5	New Zealand
9.8	United Kingdom
10.0	Belgium
10.6	Canada
12.0	Australia
12.0	Italy
12.6	Spain
12.9	Poland
13.3	Greece
13.7	Ireland
13.8	Portugal
14.6	Korea
14.6	Japan
16.9	Turkey
17.3	United States
20.5	Mexico

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