



FORDHAM | IPED

Fordham University's graduate program in International Political Economy and Development trains graduate students in the advanced interdisciplinary analysis of global economic relations and international development issues. Graduates frequently pursue professional careers in global finance and banking, international economic policy, and international relief and development.

Current Issues in Development is a student-run newsletter of Fordham's IPED program. It shares IPED's analysis and experience in economic and humanitarian development with prospective students and friends in the academic, non-profit, government, and corporate community.

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Alumna Advocates for Women Everywhere

Lindiwe Chaza Jangira grew up attending Dominican schools in Zimbabwe but found her calling studying at a Jesuit university in the Bronx. As an adolescent, she received an academic scholarship to study international business and government at Skidmore College in Saratoga Springs, N.Y. After graduating, she moved to Massachusetts, where she worked as a librarian and took graduate-level courses. When her fiancé obtained a job at Fordham University, she discovered IPED. Jangira had always been interested in geopolitics, particularly the circumstances surrounding the United Nations' birth. One day, an IPED professor offered her an opportunity to attend a UN event, where she heard a female Zimbabwean farmer speak.

"My mind was made up," she remembers. "This is where I wanted to be, working to alleviate poverty among women everywhere."

Jangira threw herself into an internship opportunity with the United Nations Development Fund for Women (UNIFEM), which led to a 13-year career with the UN. She spent seven years in New York with UNIFEM, the UN Development Programme, and the United Nations Children's Fund (UNICEF), four years with UNICEF in Ghana, and two years with the UN's Country Team in Zimbabwe. She also served as CEO of the Zimbabwe AIDS Network and filled leadership and advisory roles in public health organizations, including as the first female Chairperson of the Zimbabwe Private Voluntary Organizations Board.

When Jangira returned to the United States in 2016, she brought this passion for service with her, volunteering with Catholic Charities and taking a position as program manager for the YWCA Tulsa Immigrant and Refugee Center's



Lindiwe Chaza Jangira

Refugee Services Program. She continues to work as a consultant and speaker, including in a recent appearance at a University of Tulsa TEDx Talk.

Jangira credits IPED's history, political science, and economics curriculum as being especially instrumental in her career, in addition to the access to opportunities the program granted her.

"The professors always shared with students opportunities to engage with events that were relevant for IPED."

Given how comprehensive IPED is, she encourages prospective students to consider applying. To current students and recent graduates, she advises maintaining a balance between their career goals and openness to unexpected, even less-than-ideal work.

"Use every opportunity in those undesirable positions to learn how to appreciate people who are different from you," she says. "Even serving as a waitress may provide lessons for how to cooperate with people of differing opinions in a higher office. Be the best you can be at whatever you are doing. However, do not forget where you want to go and how to get there. A combination of self-confidence, humility, willingness to learn, and commitment can go a long way."

Maternal Mortality and Female Educational Outcomes

BY KELLY CANNON

Empowering women improves the world. Educated women are healthier and more likely to invest in their families, communities, and countries. They change the landscape of poverty and generate sustainable development. The United Nations Educational, Scientific, and Cultural Organisation (UNESCO) estimates that 130 million girls aged 6 to 17 do not attend school. Financial and physical barriers combined with social traditions and laws prevent countless girls from finishing school. Teenaged girls drop out due to undesired pregnancies, while many fathers take no responsibility. Some female students sleep with teachers to improve grades, and low expectations of women damage their self-esteem and limit their classroom participation.

This topic demands attention. To best address it, one must understand the factors that either facilitate or hinder girls from pursuing a secondary school education. The goal of this study is to uncover the effect of maternal mortality rates on the progression of females from primary to secondary school. This paper aims to contribute to the growing body of literature on girls' schooling and schooling outcomes around the world. Knowledge of these causal factors will aid in the global promotion of favorable environments that allow girls to stay in school and change their communities, countries, and world.

This study aims to determine whether



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a high maternal mortality rate correlates with a decrease in the percentage progression of females from primary to secondary school. A high maternal mortality rate suggests the absence of a maternal figure in the home as a girl grows up. This decreases the likelihood of a familial female role model as well as greater household responsibilities for a young girl. Additionally, a high maternal mortality rate represents poor health care, especially for women.

My analysis looks at the economic, societal, and cultural factors that influence girls' schooling. The maternal mortality rate, proportion of seats held by women in national parliaments, and unemploy-

ment of youth females, aged 15 to 24, all represent statistically significant variables in explaining the percentage progression of females from primary to secondary school. The results of the regression reveal that a high maternal mortality rate leads to a decrease in the percentage of females who progress from primary to secondary school. More specifically, an increase of 100 maternal deaths per 100,000 live births causes the progression of females from primary to secondary school to decrease by 3% at a 99% significance level. This suggests that initiatives to improve educational attainment for girls should explore ways to address maternal mortality.

The Millennium Development Goals and Sustainable Development Goals reinforce the global value and commitment to quality education and gender equity. Increasing education for girls leads to improved health, well-being, and economic development. Understanding the impact of maternal mortality rates and other variables associated with female human capital accumulation can inform better targeted policies with the goal of improving girls' schooling.

THE MODEL

$$\text{Prog} = 92.89*** - 0.03(\text{Matmort})*** + 0.82(\log\text{GDP}) - 0.18(\text{Ag}) - 0.08(\text{Parl})** + 0.05(\text{Unemploy})** + \varepsilon_i$$

Prog is the percentage progression of females from primary to secondary school. **Matmort** represents the maternal mortality rate per 100,000 live births. **logGDP** is the log of the country's GDP per capita in current U.S. dollars. **Ag** is agriculture value added as a percentage of GDP. **Parl** captures the proportion of seats held by women in national parliaments as a percentage. **Unemploy** stands for the unemployment of youth females as a percentage of the female labor force, aged 15 to 24.

Notes:

1. R^2 is 62.52%
2. ** = Statistically significant at 95%; *** = Statistically significant at 99%
3. *Data source:* World Bank Open Data



Kelly Cannon is a Peace Corps Paul Coverdell Fellow pursuing her master's degree in Fordham University's IPED Program.

Fishing Subsidies and Unreported Marine Fish Catches

BY STEPHANIE SWINEHART

Growing population and food challenges posed by climate change leave the world increasingly reliant on the marine environment to supply its protein needs. With 90% of global fish stocks fully or over-exploited, overfishing has direct impacts on food security, ecosystem health, climate resilience, and poverty (United Nations Environment Programme, 2009). One factor contributing to fishery exploitation is illegal, unreported, and unregulated (IUU) fishing in national jurisdictions and on the high seas. *Illegal* fishing violates laws of national jurisdiction or the high seas, *unreported* fishing refers to hidden catches not reported to authorities occurring within an exclusive economic zone (EEZ), and *unregulated* fishing refers to vessels without nationality harvesting in unregulated areas. While damage estimates from IUU fishing vary, annual estimates are in the tens of billions of dollars. Coastal communities in developing countries are heavily impacted in terms of economic and food instability and environmental degradation.

Since their introduction in the mid-1990s, fishing subsidies have played a controversial role in fisheries' management. Subsidies are distributed in the form of direct payments from the government, tax waivers and deferrals, loans and guarantees, or implicit payments to the industry (Food and Agriculture Organization, 2002). While subsidies can support developing industries, they contribute to arti-



Image courtesy of Pixabay

cial industry profit margins that support continued over-exploitation of fish stocks. Given that global fisheries are common pool resources and victims to a "race to fish" mentality for economic actors across the supply chain, World Trade Organization member states agreed to commit to banning harmful subsidies in 2005 (UNEP, 2009). While no such ban materialized, prohibition of harmful fishing subsidies by 2020 is a United Nations Sustainable Development Goal and was an active topic of conversation at the WTO 11th Ministerial Conference in December 2017.

This study evaluates the role of subsidies in the global fishing industry and measures their impact on estimated unreported fish catches within a country. The data provides aggregates of three types of subsidies: beneficial (good), harmful (bad), and ambiguous (ugly). *Good* subsidies pro-

mote fisheries management, safety, and ecosystem restoration; *bad* promote vessel construction, fleet expansion, and tax incentives; and *ugly* are those for which benefits have not been proven to outweigh the damages caused (University of British Columbia, 2016). Arguments against subsidies are both economically and environmentally driven; without subsidies, many of the most destructive methods of fishing would not be profitable and the ecosystem degradation that occurs as a result of IUU fishing would likely be diminished. Welfare implications for small-scale fisheries and local economies are also large.

The analysis confirms the validity of policy conversations concerning fishing subsidies. The regression results indicate that beneficial and ambiguous subsidies have a statistically significant positive impact on unreported fish catches, while harmful subsidies have a small but negative impact. As one would expect harmful subsidies to contribute positively to unreported catches, further analysis is necessary to determine whether the results change when accounting for region or income level, presence of conflict, or re-categorization of subsidy types. Making capture fisheries more sustainable and productive is not a zero-sum proposition, but reform must be based on adequate and robust analysis.

THE MODEL

$$IUnTon = 9.97 + 0.22IRTon^{**} + 0.39ISubG^{**} - 0.04ISubB^{**} + 0.23ISubAm^{**} - 1.76IGDPcap^{**} + 1.27RL^{***} + \epsilon_i$$

IUnTon and *IRTon* are logged values of unreported and reported marine catches (respectively) in industrial, recreational, artisanal, and subsistence fishing sectors (reported in U.S. dollars). *ISubG*, *ISubB*, and *ISubAm* are logged values of beneficial, harmful, and ambiguous subsidies distributed, respectively (reported in U.S. dollars). *IGDPcap* is the log of 2009 GDP per capita (U.S. dollars). *RL* is a World Bank Rule of Law score.

Notes:

1. R² is 91.97%
2. ** = Statistically significant at 95%
3. Data sources: FAO, UNEP, World Bank, University of British Columbia



Stephanie Swinehart is a Peace Corps Paul Coverdell Fellow pursuing her master's degree in Fordham University's IPED Program.

Faculty Feature: Dr. Andrew Simons

Dr. Andrew Simons has spent a good portion of his life crisscrossing the country and globe. He spent his first five years in the Solomon Islands while his parents were missionaries, but he was raised in Dallas. While studying at Taylor University — a small school in Indiana — he took a course in tropical biology in Costa Rica. The chance to live with Central Americans and learn from their experiences changed his life's trajectory.

"That semester is what made me want to do something more directly with the poor, or directly try to figure out why the poor are poor and why I'm not poor."

Following graduation, Dr. Simons spent a year working in earthquake reconstruction in El Salvador before pursuing an advanced degree at Harvard University's Kennedy School of Government. During a summer break, he interned with a microfinance bank in Honduras and with Samaritan's Purse in Afghanistan. He then moved to Ethiopia to open a new Samaritan's Purse office as country director.

One of his major projects involved coordinating Ethiopia's role in the U.S. President's Emergency Plan for AIDS Relief (PEPFAR). After two years, he and his wife returned to Honduras with



Dr. Andrew Simons

Samaritan's Purse. Two years later, he was back in Ethiopia, this time with Food for the Hungry.

Working on a social safety net program that provided aid to roughly 7 or 8 million Ethiopians inspired Dr. Simons to pursue a doctorate in economics and gain the tools to determine policy shifts that would best serve the poor.

He studied at Cornell University under Dr. Chris Barrett and, after obtaining his PhD in 2016, came to Fordham. Dr. Simons' research interests include social safety nets, social protection, and technology adoption. He has had opportunities to revisit his previous work in Ethiopia and examine how communities distribute insufficient amounts of aid.

This winter, he led a Fordham cohort — including IPED student Stephanie Swinehart — on a trip to determine if Tanzanian and Ugandan herdspeople would utilize maps showing the most effective locations to bring their livestock.

Dr. Simons encourages students to make the most of their time in school by taking challenging courses and developing new expertise.

"You'll really never have the freedom to try to learn a really new, hard skill very often in your future life."

Arrupe Fellowship

Designed to attract highly qualified full-time students who have a strong interest in pursuing a career with an international development and relief organization, the Arrupe Fellowship consists of a tuition scholarship, a generous living stipend, and an additional stipend for an overseas summer field placement either in Latin America, Africa, or Asia. Eligibility criteria are: relevant work experience in a developing country; professional proficiency in a language widely used in international development, preferably French; intention to apply for an International Development Fellowship with Catholic Relief Services; and willingness to complete the Project Management course sequence. The application deadline is early January for the following fall semester.

For further information, go to iped.fordham.edu and follow the link to "Financial Aid."



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