



Anthony Cotton: USAID

Anthony Cotton (second from right), during a visit to Tanzania in February 2012.



Anthony Cotton (IPED '08, Economics '09) is currently serving as the Africa Team Leader for the Office of Development Credit within the United States Agency for International Development (USAID). Mr. Cotton got his start with USAID after being selected as a Presidential Management Fellow. Before assuming his current position, Mr. Cotton first served as an Economist in USAID's Office of Economic Growth. His focus on the intersection of business and development began in college at the University of Pennsylvania, where he earned a business degree with concentrations in African and Hispanic studies. Following graduation, he joined the United States Peace Corps to work as a Small Enterprise Development volunteer in Ghana. This experience led him to the IPED program, where he was able to apply his unique skills and experience to the classroom.

The primary goal of his work with the Office of Development Credit is to increase access to finance in developing countries in sub-Saharan Africa. Mr. Cotton explains that banks in Africa are

highly liquid, but are risk averse and frequently unwilling to make loans that expose them to potential losses due to defaults. He states, "There is private capital available in the developing world that isn't deployed for productive purposes." One way to correct for this is to provide lending insurance to these banks. This is achieved through a mechanism known as partial credit guarantees. These guarantees reimburse banks for a percentage of principal of defaulted loans and "help banks adjust their mental math and increase their risk appetite when making their underwriting decisions." Each year USAID's partial credit guarantees amount to approximately \$100 - \$150 million in sub-Saharan Africa and over \$300 million globally. An example of the success of these guarantees is in Kenya, where there was a lack of capital being provided to small- and medium-sized enterprises. USAID made this market segment a focus of its partial credit guarantees and helped banks test the segment and prove its profitability; subsequent projects proved the viability of lending to the agriculture sector.

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What is IPED?

It stands for the International Political Economy and Development Program at Fordham University in New York City: a program that trains graduate students in the advanced interdisciplinary analysis of global economic relations and international development issues. Graduates work in the diverse fields of research, policy planning, economic analysis, public administration and general management.

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

Editorial Board

John Casey, Editor

John Gummere, Designer

Bea A. Lumanas and
Elena Konopelko,
Contributors

Dr. Henry Schwalbenberg,
IPED Program Director

Tel. (718) 817-4064
Email: iped@fordham.edu
www.fordham.edu/iped

Risk Factors that Affect the Prevalence of Partner Violence Against Women in Developing Countries



by *Bea A. Lumanas*

Violence against women is now acknowledged as a public health problem and a human rights violation of global significance. The term “violence against women” is broadly defined by the United Nations as “any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.” Given that the nature of the violence is wide-ranging, this empirical paper will focus only on intimate partner violence which is the kind of violence that strikes women the most.

Factors found to be associated with intimate partner violence occur within individuals, families and communities and wider society. Some factors are associated with perpetrators of violence, some are associated with the victims of violence and some are associated with both. Risk factors for both intimate partner and sexual violence include: lower levels of education,

exposure to child maltreatment, witnessing parental violence, anti-social personality disorder, harmful use of alcohol, males who have multiple partners or are suspected by their partners of infidelity and attitudes that are accepting of violence. The unequal position of women relative to men and the normative use of violence to resolve conflicts are strongly associated with both intimate partner violence and sexual violence by any perpetrator.

The data used for this empirical paper consists of thirty-one (31) developing countries from Asia, Africa and Latin America. The final model has a relatively good R^2 of 40%. We found that a 1% increase of the number of women aged 15–49 who think that a husband/partner is justified in hitting or beating his wife/partner under certain circumstances will increase prevalence of intimate partner violence by 31.13%.

Between individual and societal risk factors, society-level risk factors seem to exert greater influence over the outcomes of prevalence of intimate partner violence against women. No matter how educated men and women are, if traditional gender norms and beliefs (e.g. husbands having the right to beat their wives) prevail and if women themselves believe this, the impact on violence would be magnified since they willingly submit to such violence. In light of this result, policy should encourage the growth of programs aimed at building awareness and educating people, including children as part of their formal schooling, about this serious issue. ■

Empirical Specification (Regression Equation):

$$\text{VIOLENCE} = 0.10517 - 0.00167*(\text{EDUCWOMEN}) - 0.00136*(\text{EDUCMEN}) + 7.67532*(\text{ALCVIOLENCE}) - 0.04242*(\text{LAW1}) + 0.05476*(\text{LAW2}) + 0.03046*(\text{LAW3}) + 0.30458*(\text{ATTITUDE})$$

VIOLENCE is the percentage of currently married or cohabiting women aged 20–44 who have ever experienced each specific type of violent act by husbands/partners. EDUCWOMEN is the mean years of education of women in a given country. EDUCMEN is the mean years of education of men in a given country. ALCVIOLENCE is the age-standardized disability-adjusted life years of males due to premature death caused by alcohol-related violence in a given country. LAW1 indicates the existence of government legislation on domestic violence. LAW2 indicates the existence of government legislation on sexual harassment. LAW3 indicates the existence of legislation on marital rape. ATTITUDE is the percentage of women aged 15–49 who think that a husband is justified in hitting or beating his wife under certain circumstances.

Estimating the Impact of Education on Fertility Rate

By Elena Konopelko

Education is one of the most important common goods in the world. It has the power to enable economic growth, increase technological development and improve a country's prosperity. Women's fertility is another important issue in economic development. It can drastically affect the overall well-being of a nation if population growth exceeds resources. Furthermore, it can have effects on the family unit. An increasing number of children in a family can have progressively larger limitations on resources such as the provision of food and education. We may conclude that women's fertility rates have a direct impact on an economy in whole and individuals specifically. The main purpose of this study is to identify if a relationship between education and birth rates exist.

Current literature shows that female education influences fertility rate in a number of ways. It can lead to the empowerment of women which studies have shown lead to the desire for smaller families, as well as increased acceptance of and access to contraception. When women have increased educational opportunities they are likely to alter their values and objectives surrounding family planning. But the personal benefits that women attach to education vary widely according to differing locations, cultures, and level of development. Unfortunately, there is little con-



sensus among scholars regarding the issue of how much education is required before changes in autonomy or reproductive behavior occur.

In order to determine whether a relationship between education and birth rates exist, a regression analysis was conducted. With observations from 167 countries, results reveal a R^2 of 0.69 indicating a good fit between these two characteristics. All of the independent variables included in this study have a significant effect on the fertility rate of women. At a 1% significance level, this study finds that each additional year of school-

ing decreases the birth rate by 3.5%. A 1% increase in contraceptive prevalence leads to a 0.3% decrease in the birth rate. Furthermore, a 1% increase in infant mortality, which is measured by the number

of deaths of children under the age of one, leads to a 21% increase in subsequent birth rates.

We can conclude that education does play a large role in the decline of birth rates. I recommend new policies in countries with high birth rates with regards to education limits. In order to decrease birth rates it would be beneficial to set a minimum obligatory number of years of schooling. This can have a significant impact upon women's empowerment as well as providing opportunities for growth and development. ■

Empirical Specification (Regression Equation):

$$\text{Women Fertility Rate} = 0.6887 - 0.0352 * E - 0.0033 * C + 0.2133 * LI$$

Y – Women fertility rate;

E – Average years of schooling for women;

C – Contraceptive prevalence;

LI – infant mortality rate in a log form.

Anthony Cotton

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Mr. Cotton speaks about the interesting trend that is occurring currently in development; the private sector is playing an increasingly important role. Previously international development assistance from donor organizations and governments provided a large portion of local economies' bud-

gets, but now there is a very vibrant private sector driving the growth of many local economies. Mr. Cotton notes that this increased role of the private sector can have widespread effects on development goals. He says that, "when you start responsible businesses that create good employment opportunities, you can have a trickle-down effect on families. Increased income can mean more children are fed and edu-

cated, which contributes to international development objectives."

Mr. Cotton credits the IPED program for providing the opportunity to tailor a degree that was suited to his interests. Additionally, the advantage of small classes and an advisor that has "his finger on the pulse of opportunities" was vital; Mr. Cotton believes these characteristics of the program have served him well in his career. ■

Faculty Notes from Dr. Darryl McLeod

Dr. Darryl McLeod's interest in development issues began at the University of California-Berkeley during the early 1970s when waves of political unrest swept U.S. campuses. Violent protest and "teach-ins" made debates over civil rights, gender equality, environment degradation, farmworkers rights and unjust war unavoidable. In 1972 the Club of Rome published its first "Limits to Growth" report, claiming economic development for everyone was not possible. It was a combination of this report and concerns of potential environmental catastrophe and social instability that led Dr. McLeod to work on a Post-Doc with Wassily Leontief's Future of the World Economy Project group at NYU, a United Nations project designed to check (and ultimately refute) the limits to growth thesis. It was during his time at NYU that he decided that New York was the place to do development studies. Soon after, Dr. McLeod began teaching at Fordham University where he currently teaches Economic Growth and Development and Crisis, Adjustment and Poverty.

Dr. McLeod's current research focuses on how migration between countries or within countries



The challenge is to get a group of independent countries to agree on what their peers should do.

such as from rural to urban areas can accelerate poverty reduction. There are both positive and negative "social and economic changes that occur due to migration". Positive effects include increase in educational attainment, agency and decreases in population growth. Resulting from migration, securing a factory job can "raise incomes so people have fewer kids and are

more confident about the future." But this progress comes at a cost: the separation of family members imposes a welfare cost on women and children in particular.

Following two years of working with various agencies within UNDP, including post-conflict countries, Dr. McLeod sees real potential for collaboration between developing countries as a means of strengthening and reforming governance in their economies. An example of this is the promotion of institutions to act as counterweights to the World Bank or International Monetary Fund which are still dominated by the OECD nations. But creating new multilateral institutions is not easy. "The challenge" Dr. McLeod argues "is to get a group of independent countries to agree on what their peers should do." Better governance means creating democratic institutions that promote private investment even as they redistribute wealth. The fact that this sort of social democratic model seems to have taken root in Brazil, Chile and in a number of African Countries (Kenya, Mozambique, Rwanda and South Africa) is extremely encouraging Dr. McLeod argues. ■



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POLITICAL ECONOMY AND DEVELOPMENT

Fordham University – Dealy E-517
441 East Fordham Road
Bronx, NY 10458, USA