

## Ch. 7 Notes ~ Issues in Population and Development

### ANONYMOUS THOUGHTS...

- 1) a) How many children would you like to have?  
b) Why?
- 2) a) If you want children, what age would you like to be when you have your first child?  
b) Why?

### I. Reassessing the Demographic Transition in developing countries

#### A. Key question:

*Must the developing countries that are stuck in the demographic transition modernize before fertility will decline, or must they bring fertility down before they can modernize?*

#### B. U.N. Population Conferences

- 1) Bucharest, Romania – 1974
- 2) Mexico City, Mexico – 1984
- 3) *United Nations International Conference on Population and Development (ICPD) Cairo, Egypt – 9/5-9/13,1994*  
<http://www.iisd.ca/cairo.html>

#### C. Factors influencing family size in developing countries

“Why do poor people in developing countries continue to have so many children?”

- 1) *security in one's old age*
  - a) *custom: children will care for their elderly parents and family members*
  - b) nursing homes, Medicare, Social Security and similar programs are rarely available
- 2) *infant and childhood mortality*
  - a) *high infant mortality rates*
  - b) the desire for a child does not end if your child dies
  - c) *having more children acts as an “insurance policy” against having no one to care for you when you are elderly*
- 3) *helping hands*
  - a) *more children = more helpers*
  - b) gathering wood and water, planting, harvesting...
  - c) children can contribute to the family *income* (economic asset)
  - d) education is not important (especially for girls), just helping with the workload
- 4) *importance of accessible education*
  - a) *students in school typically do not begin to raise a family*
  - b) *education increases the number of economic opportunities*
    - people are not as dependent on their children to survive (using them as a source of income)
    - children become more of an economic liability, not an economic asset, as income increases
  - c) children in school are out of the labor work force
- 5) *status of women: opportunities for women's education and careers*
  - a) women may not be able to own land or any other possessions
  - b) women may not be able to vote or be of influence
  - c) women may not be able to pursue certain careers
  - d) *women may be seen as child-bearers only—sometimes the more children she has, the more worthy she is*

- 6) availability of *contraceptives*
  - a) many women say they want to delay any more pregnancies or stop altogether, but they are not using contraceptives
  - b) *rural areas have limited or no access to clinics*
  - c) *free clinics can be far away, crowded, or run out of supplies*
  - d) misuse, improper use
  - e) religious culture sometimes plays a factor, but not as much as people think

#### D. Conclusions

- 1) The **key question** has been debated for years, and still is.
- 2) Why does fertility decline?
  - a) *As the economic level of a country increases, death rates decline.*
  - b) *Later, as the economic level continues to increase, fertility rates decline.*

## II. Traditional Development Techniques

### A. Promoting the development of low-income countries from the World Bank at [www.worldbank.org](http://www.worldbank.org):

“The World Bank is a vital source of financial and technical assistance to developing countries around the world. We are not a bank in the common sense. We are made up of two unique development institutions owned by 184 member countries—the *International Bank for Reconstruction and Development (IBRD)* and the *International Development Association (IDA)*. Each institution plays a different but supportive role in our mission of global poverty reduction and the improvement of living standards. *The IBRD focuses on middle income and creditworthy poor countries, while IDA focuses on the poorest countries in the world.* Together we provide low-interest loans, interest-free credit and grants to developing countries for education, health, infrastructure, communications and many other purposes.”

### B. Past success and failures of the World Bank

- 1) successes
  - a) *economic progress*
    - *increased foreign investment, higher GNP's*
  - b) *social progress*
    - *WHO – World Health Organization*
    - *UNICEF – U.N. Children's Fund*
    - *UNESCO – U.N. Educational, Scientific, and Cultural Organization*
    - *FAO – Food and Agricultural Organization*
    - *OCED – Organization for Economic Cooperation and Development*
  - c) clear goals set, many by 2015
    - *reduction in poverty*
    - *enrolling all children in primary school*
    - *gender equality*
    - *reduce infant and child mortality*
    - *reduce maternal mortality*
    - *provide health services*
    - *implement sustainable development strategies*
- 2) failures
  - a) *poverty in general: ~1.2 billion people live on less than \$1 a day*
  - b) *clean water access: ~1.5 billion have no access to clean water*
  - c) *sanitation: ~2.4 billion have no access to sanitary facilities*

- d) *agricultural failures*: clearing rainforest land for agriculture and cattle ranching or cash crops
  - e) *the debt crisis*: developing countries are becoming more in debt because of large-scale loans
    - *agricultural shift to large-scale farming of cash crops to sell for profit*, increasing poverty and hunger
    - *severe budget cuts*, at the expense of education, health care, police, buildings and roads
    - *exploitation of natural resources*, such as through deforestation or mining, for quick cash
  - f) past reforms based on *energy, transportation, mechanization of agriculture*; not focused on environmental concerns
- 2) World Bank reform: debt relief
- a) CGAP - The Consultative Group to Assist the Poorest
  - b) Heavily Indebted Poor Countries (HIPC) Initiative
  - c) a new environmental initiative, 2001:  
SEA, Strategic Environmental Assessment

from the World Bank:

*“The World Bank’s Environment Strategy (adopted in July 2001) includes the more systematic use of Strategic Environmental Assessment (SEA) in World Bank operations to promote mainstreaming of environment by influencing planning and decision making processes at an early stage.*

There is a wide range of different interpretations and applications of SEA in use around the world, mainly in Organization for Economic Cooperation and Development (OECD) countries but increasingly also in World Bank client countries. Recognizing this diversity and the variety of relevant activities underway in the World Bank and its client countries, the approach adopted to implementing the objective of the strategy and increasing the use of SEA is that of a Structured Learning Program (SLP)...”