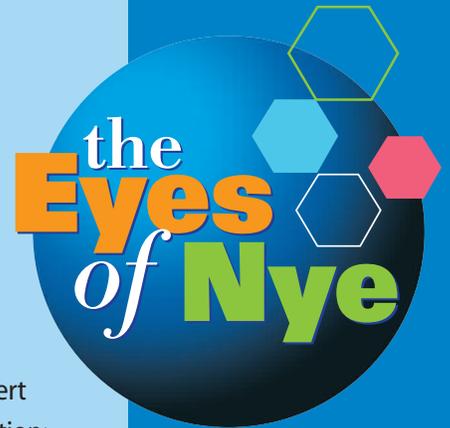


# Population: Human Demographics



For six seasons, millions of students came to understand, appreciate and enjoy the exploration of science through the series, *Bill Nye the Science Guy*. Bill returns with *The Eyes of Nye*, a more in-depth look at science subjects making news, changing lives, and impacting policy. From the future of alternate fuel sources and genetic engineering to population growth trends and issues of race, Bill and his expert cohorts bring science to life right in your classroom, helping you **Motivate** investigation; **Assess** available information; and **Propose** lines of argumentation.

## **This Educator's Guide includes:**

- An **Introduction** that clearly defines the subject and offers an overview of the issue objectives of the guide; how it relates to science from both a social and personal perspective; as well as pertinent questions and insights regarding the topic.
- A listing of all **National Science Education Standards Addressed**.
- Detailed procedures highlighted in the MAP Framework (**Motivate, Assess, Propose**).
- Illustrative **Video Clips** from *The Eyes Of Nye* DVDs with pinpoint chapter cues.
- **Web Site Resources** to help students further investigate and locate research, charts, data as well as experts featured in the program material.
- Easily downloadable **Support Materials** that include articles, transparencies, charts, and much more.

## **Introduction:**

"Population" refers to the people or inhabitants of a place. As is often the case in population studies, *The Eyes of Nye - Population: Human Demographics* addresses characteristics such as culture, numbers of inhabitants, and breakdowns by country or type of region—as they relate to population growth.

The population growth issue is typically misunderstood. Rather than availability of space, the key factor involved is the *carrying capacity* or *limit* to which our environment can sustain humans (as with any other organism). Helping students understand the issue and explore potential solutions involves analyzing population growth trends, correlating trends with population-related social factors, and relating these findings to capacity and other sustainability measures. The objectives of this guide focus on general aspects of population growth and sustainability—to explore and infer relationships between conditions, distinguish misconceptions and determine relevance, and propose potential courses of action that address the real issue.

Check the **MAP Teaching and Learning Framework** to explore the phases (motivate, assess, and propose) used in this guide.



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## ***National Science Education Standards Addressed***

### ***Science As Inquiry***

- Abilities necessary to do scientific inquiry
  - Identify questions and concepts that guide scientific investigations
  - Recognize and analyze alternative explanations and models
  - Communicate and defend a scientific argument
- Understanding about scientific inquiry

### ***Life Science***

- The interdependence of organisms

### ***Science in Personal and Social Perspectives***

- Population growth
- Natural resources
- Environmental quality

### ***History and Nature of Science***

- Science as a human endeavor
  - Nature of scientific knowledge
- 



## On the DVD:

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### *Population: Human Demographics – Chapters*

#### **Chapter 1: Population Preview**

Beginning through 2:11  
Ends with title screen.

#### **Chapter 2: Exponential Growth**

1:02—4:57  
Starts with Bill saying, “When populations grow unimpeded...” Ends with Bill standing in a crowd, after saying, “...but how many more billion do you think the earth can take?”

#### **Chapter 3: Social Environments and Developing Nations**

5:00—8:30  
Starts after Mr. Sanders saying, “The fastest growing countries in the world are the developing nations.” Ends just after the UN Population Fund data frame describing the number of young persons in the world.

#### **Chapter 4: The Status of Women**

8:33—13:12  
Starts with Bill saying, “So since you’ve been watching this program...” Ends with Sonny Fox saying, “...for bringing some of these things under control.”

#### **Chapter 5: Policy Impacts**

13:13—17:13  
Starts with the announcer saying, “If you’re one of the teeming millions...” Ends with Bill asking, “Is this all starting to sound familiar?”

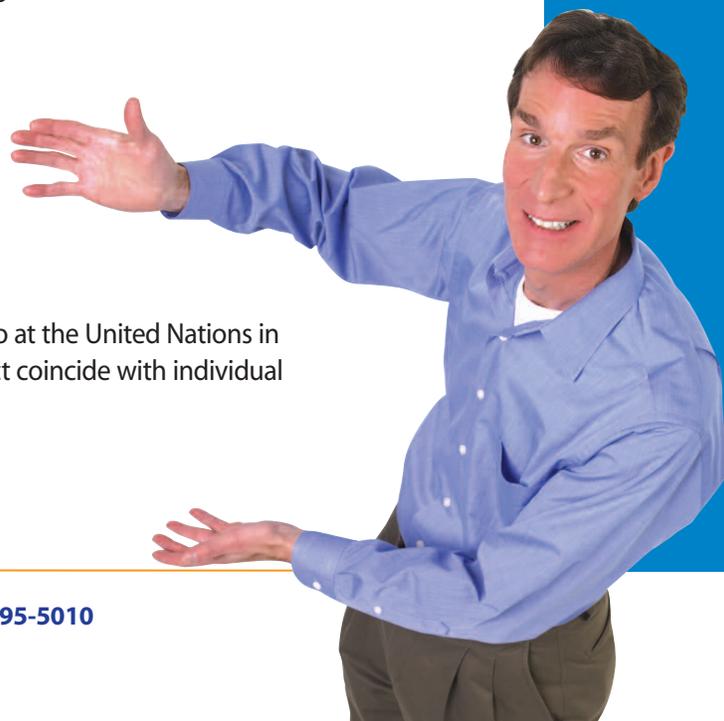
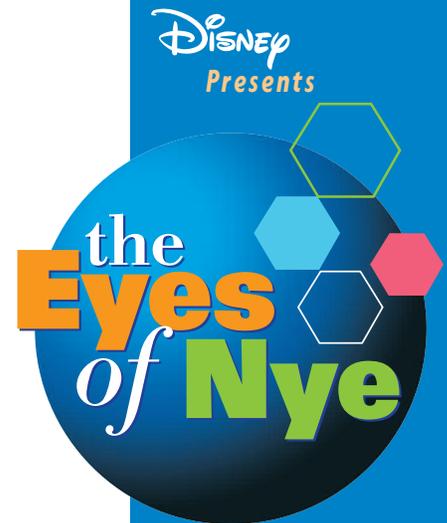
#### **Chapter 6: Sustainability and Consumption**

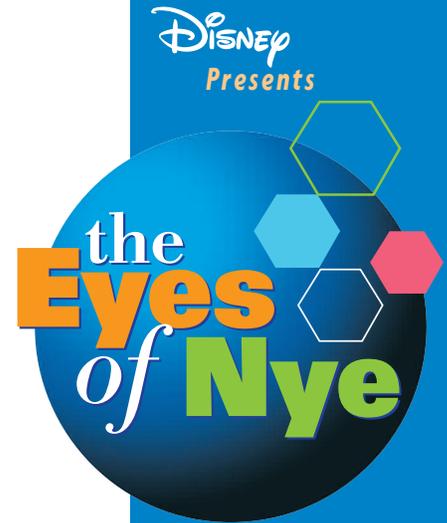
17:13 through end of program  
Starts with Bill interviewing people, asking if they know the most populous nations in the world. Ends at the close of the program.

### *Population: Human Demographics – Activity Clips*

#### **Researching Cause: Women and Empowerment**

5:24—6:34  
(referenced in Educator’s Guide step 6)  
Begins with Bill asking Dr. Sadik, “What did you do at the United Nations in 1994?” Ends with Dr. Sadik saying “...would in fact coincide with individual needs and desires.”





**Researching Cause: Information and Empowerment**

6:34—8:20

(referenced in Educator's Guide step 7)

Starts with Dr. Sadik saying, "One of the common misconceptions about reproductive health services, particularly for adolescents..." Ends with Dr. Sadik saying, "...you have to work hard to do this."

**Short Route to Reduction**

14:26—16:18

(referenced in Educator's Guide step 10)

Starts with Bill saying "To stave off starvation..." Ends with Dr. Liang saying "...understand the significance of this policy."

**Anguri**

10:55—12:24

(referenced in Educator's Guide step 10)

Starts with the beginning of the soap as Anguri comes in singing "Off I'll go..." and ends with Sonny Fox saying, "...fathers saying, 'I will never let this happen to my daughter. Never!'"

**Runaway Consumption**

17:58—19:17

(referenced in Educator's Guide step 11)

Starts with Bill saying "2.1. That's the ideal replacement rate." Ends with Marilyn Hempel saying, "...but we consume about 30% of the world's resources."

**Route to Recovery?**

16:19—17:12

(referenced in Educator's Guide step 11)

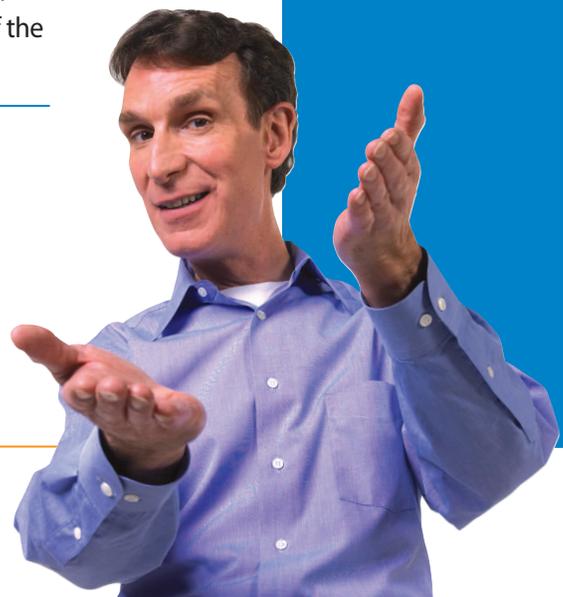
Starts with Bill saying, "Between 200 and 300 million births have been prevented..." and ends with him asking, "Is this all starting to sound familiar?"

**Room in South Dakota**

13:13—13:42

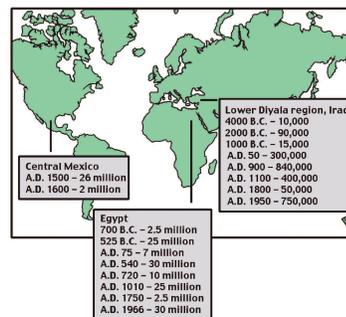
(referenced in final teacher note, p. 5)

Starts with the announcer saying, "If you're one of the teeming millions..." Ends with South Dakotan saying, "There's lots of room over in this part of the state in general."



## Procedure: Motivate Phase

- 1) Ask students what comes to mind when they hear the words *population growth*; most have heard them often—rhetoric abounds and has for years. Though most suggestions students offer will reflect this rhetoric both ways, record them for future reference and ask students do the same.
- 2) Tell students to keep these possible meanings in mind as you play “**Chapter 1: Population Preview**” (end at the title frame). Ask for volunteers to help summarize the main points made in the introduction. Help them categorize the points, noting we hear data that indicates large increases (from five to six billion from 1988 to 1999), possible causal factors (combating disease, increasing food production, improved health and longer life spans—doubling in the U.S. in the 20th century), and questions about if it will end, if we can control it, and the possible outcome.
- 3) Ask students what we should do about the *problem*; responses again will range. Look for extremes, from taking action against anything that increases the population is disregarding the idea there is a *problem* at all. Read the first quote (Ehrlich) from The Popular Word on Population and ask students what they think *now*. Allow discourse for a moment, saying nothing until someone questions the content of the quote. Read the second quote (Kierkegaard), again asking what they think. The verbal traffic will slow.
- 4) Tell students we have a few numbers based on the preview, and that statistics can tell us a great deal. Play “**Chapter 2: Exponential Growth**” (end at the frame featuring Bill in a crowded street). Repeat his last question, “How many more billions do you think the earth can take?” Students won’t have answers—nor do we—but the question is meaningful, as it leads toward the broad question posed in the next step. Ask students what the statistics tell us—alone they indicate population numbers have been increasing exponentially for many years. Display transparency Population Statistics: A Closer View. Explain that, though details about one region over time—or the world’s population over a short span—do not *necessarily* determine long-term trends, they are nevertheless instructive. Note the examples separately, asking *what happened* in each case. Discuss suggestions—from war, plague, famine, to better food and more reproductive activity—and tell students that we can surmise, infer, or guess—but what do we really need to know to answer the question?
- 5) Remind students of the closing preview question, and pose the broad question, “What is the limit to which our population can grow and how do we stay within that limit?” Ask them to suggest questions we can investigate that may provide the information necessary to answer this question. Help them group their questions and structure wording of two that are scientific and one that is social (see possibilities).



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# the Eyes of Nye

See *The Eyes of Nye*  
Issue Support  
*The Popular Word on Population*

See *The Eyes of Nye*  
Issue Support  
*Population Statistics: A Closer View*

### Potential scientific questions

- a) What are the causes and results of population growth?
- b) How do we scientifically determine the limit of human population growth?

### Potential social question

- c) What can we do to address that limit and the need to stay within its bounds?

### Procedure: Assess Phase

- 6) Recall from the preview that developing nations are experiencing the most difficulty with population growth. Remind students also they have explored statistics and found a *little* data can be misleading—and can even lead to calls to action for hurtful policies—unless we look more closely at possible causes. Introduce Dr. Nafis Sadik, Former Executive Director of the United Nations (UN) Population Fund, and 1994 Secretary General of the International Conference on Population and Development. Explain that Dr. Sadik has been researching causal factors in developing nations for years. Ask students to take notes as you play **“Researching Cause: Women and Empowerment,”** in which Dr. Sadik describes conflicts between cultural aspects of developing nations and women’s opinions in those nations.
- 7) Discuss the disparities and suggest that as we see the dangers due to lack of information, so do many inhabitants of developing nations. Ask students when seems to be the best time in a person’s life to learn. They grasp this notion quickly enough—when young, and as it relates to population growth, certainly prior to childbearing. Play **“Researching Cause: Information and Empowerment,”** again asking students to note the points made by Dr. Sadik (see sidebar) as she discusses findings related to reproductive health awareness and education in developing nations. Review notes (see “A Visit With Dr. Sadik” for a summary of points).
- 8) Review the principal categories of data we have explored—status of women and availability of information regarding reproduction. Remind students that, though statistical data must be analyzed with caution, it can help us to learn more *and* assess what we are told by experts such as Dr. Sadik. Ask them to suggest factors they believe may be helpful in further determining causes for unchecked population growth. Record each suggestion in the appropriate category above and discuss those that fall in both or neither. Suggestions will vary but include certain factors such as combined numerical effect of birth and death rates, children’s participation in the labor force, infant mortality rates, availability and awareness of birth control methods, and the level of education and employment of women.
- 9) Distribute Investigating Causal Factors: The Story Behind the Data, featuring extracted data from the UN Population Fund that targets factors related to the suggestions above. Ask groups to compare data across countries provided and relate these data to Sadik’s claims. Ask them to attempt to infer cause for population difficulties and assess



See **The Eyes of Nye** Issue Support **A Visit With Dr. Sadik**

See **The Eyes of Nye** Issue Support **Investigating Causal Factors: The Story Behind the Data**

# the Eyes of Nye

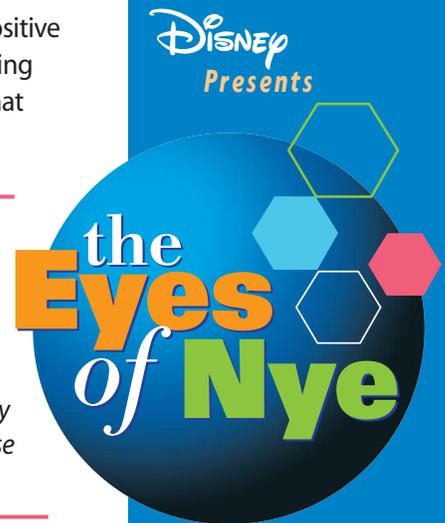
Disney Presents

the extent to which the data support or refute Dr. Sadik's claims; they will find a positive correlation. Ask each group to briefly present its specific findings, and close by asking students to consider, given their new insight into causes of unchecked growth, what should be done to remedy the problems.

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**Teacher Note:** The statistics presented in *The Eyes of Nye Issue Support* are real, available through the UN Population Fund Web site "country" and "comparative" searches. Though these data provide food for thought regarding causal factors, stress they only represent a sample. An opportunity exists to not only allow students to access other data, but also to work the data—to enter and manipulate numbers in a spreadsheet, create graphs, and search for distinctions and anomalous data. These exercises have independent value—they also assist the identification of new possibilities and lines of questioning should you choose to extend this lesson.

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### For more on population, go to [eyesofnye.org](http://eyesofnye.org)

10) Ask students if they are ready to remedy the problem. Some will recall Ehrlich's recommendations—a good lead to the type of action some countries have taken. Play "**Short Route to Reduction,**" in which Dr. Kan Liang, history professor at Seattle University, describes steps the Chinese government has taken since 1979 to curb population growth. Some students may note, if they have not already, that China's population statistics bore certain marked dissimilarities to other high-growth countries in the previous activity. Reiterate Dr. Liang's assertion that *it worked*. Pose the question, "Did it?" Allow unimpeded student discourse for a few moments; expect lively commentary. Remind them that Dr. Liang said that the main goal was the reduction of the population. Ask if it was a good goal, if the 200-300 million reduction cited by Dr. Liang was enough, and, "How much is *enough*?" Ask if China has solved its problems. Students will likely say "no" but not know why.

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**Optional** - Explore relationship of China's post-WWII and present population policies.

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11) Introduce the concepts of *limit* and *carrying capacity*—the maximum number of individuals that can be supported in a given environment. Ask if population growth can lead to increased use of resources and subsequent waste (yes), and whether these factors affect carrying capacity (yes). Ask if the number of individuals and the amount of space is all there is to the population issue, and if, as asked in the preview, those of us in the developed world have nothing to worry about. Play "**Runaway Consumption,**" in which Marilyn Hempel, President of the Population Coalition, asserts that *what we do*, not just how many of us there are, is important, and that people in the United States comprise only about 5% of the world's population but consume about 30% of the world's resources. Explain that the U.S. tripled its population in the 20th century, but multiplied its consumption 17 times. Ask students, "Is this what happens when a nation is *modernized*, what Dr. Liang also mentioned as a main goal of China?" Play "**Route to Recovery?**" in which Bill discusses the increasing development taking place in China. Ask students if they can consider both sides of the population issue coin (population *and* consumption)

in answering the social question we posed in the first phase, “What can we do to address population limit and the need to stay within its bounds?”

### Procedure: Propose Phase

- 12)** Tell students they are going to the International Conference on Population and Development (ICPD) to present a plan for addressing the population limit and the need to stay within its bounds—or, as we now know, to *balance the number of individuals with the environment’s carrying capacity*. Recall from the earlier discussion with Dr. Sadik the idea only seemed to catch hold in 1994, but note it is not as new as some may think. Read aloud the Martin Luther King quote from the earlier Issues Support “The Popular Word on Population.” Follow with Plato, and then suggest even Ehrlich (1994 quote) seems to have a new perspective. Tell them perhaps now we (they) have a chance to make a difference.
- 13)** Divide class into groups of 3-4 students and distribute the guide Preparing for the Conference. Go over the guide briefly, explaining that in a groundbreaking meeting in 1994 in Cairo, the UN Population Fund established a set of goals called the *Programme of Action* (we’ll call it the Program of Action), which still today serves as its guiding force, along with a few additions. More recently the larger UN established its Millennium Development Goals (MDGs), with the intent to attain these goals by 2015. Representatives have described how the Program of Action addresses these goals. Student groups are each to design a plan to address the population issue—both sides of the coin. In addition to addressing a number of considerations (outlined in the guide), students should indicate how their plan *fits* both the Program of Action and the MDGs.

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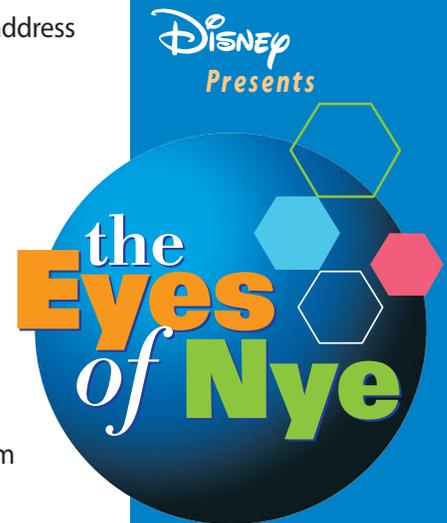
*Guidelines that students should follow are provided, but the factors they choose to address are open. Each of the high-focus goals described in the actual Program of Action are provided, as are the recommendations for how the goals of the Population fund can/should address the UN’s Millennium Development Goals. Have some fun with the room arrangement on conference presentation day. They’ll enjoy it!*

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- 14)** Encourage students to focus the plan narrowly in terms of what factor(s) and population they address—young women’s education, reproductive information services, and so forth—but to think and plan deeply. They should describe very carefully how they wish to present their plan, because (hypothetically) no support will mean no funding, and therefore no action. Allow students to develop and present their plans, and provide feedback to each other. They may use the feedback to refocus new questions and continue their investigations as individuals or a group, as you choose.

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**Final Teacher Note:** *The International Conference on Population and Development is not necessarily designed for presentations whose intent is to gain support for an unsolicited idea or plan. Doubtless it occurs, but our goal with students is to address a problem and construct a reasonable plan—reasonable, in the case of plans to be implemented in developing countries, would necessitate meeting established goals of the UN.*



See **The Eyes of Nye** Issue Support **Preparing for the Conference**

Consider a humorous close to the lesson! Play “Room in South Dakota,” and ask students, “Seriously, though, are we sure there is as much room there as they think?”

For more, go to [eyesofnye.org](http://eyesofnye.org)

## Further Research

### Investigating the Issue: Population

Proposing a rational plan for addressing any factor or facet of the population growth issue requires students to explore numerical growth data from both macroscopic and detailed perspectives. By viewing these trends and projected extrapolations with interest and seriousness, as well as with a touch of scientific skepticism, they will compare mere numbers with introspective investigation of *cause*, and clarify misconceptions about the issue itself. Numbers of individuals, amount of space or land—alone these bear no meaning. The issue is about balance, and students must realize—especially since most of society does not—there are many factors that affect carrying capacity, the limits of growth in numbers that can be attained, maintained, and sustained, and what we can hope to do to make the best of it all—and to prevent the atrocities that can occur in the absence of understanding.

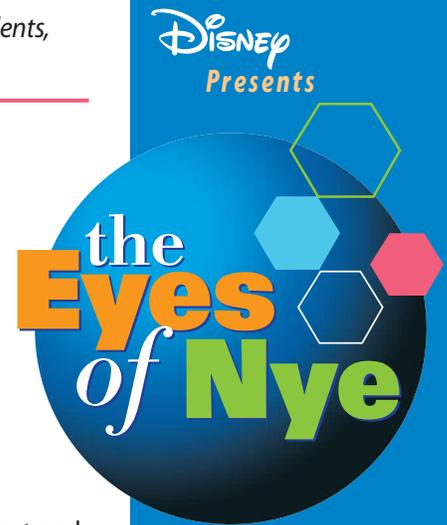
The sources and specialists featured in *The Eyes of Nye - Populations* open a broad spectrum of informative resources. Students can track these resources from a single point origin—in this case, primarily the United Nations—or access official government Web sites for information and a more provincial look at “the story behind the data.” Also, as with most issues, but even more strongly with “population growth,” there is no shortage of books, articles, and Web sites featuring claims by pundits, wits, statistical anglers, doomsayers, and even those who believe in nothing.

### Exploring Population Growth Factors

The United Nations Population Fund provides the most significant central repository of resources for investigating the factors associated with population growth in developing nations. These are particularly useful during the “assess” phase of instruction—through any number of cycles should students continue to generate, refine, and investigate new questions. Sources are provided for many of the resources, assisting efforts to assess their validity. Locating opposing, rather than corroborating, research or claims is a more difficult endeavor, and one that will require students to diligently search and *filter* existing literature and “evidence.” Access the UN home site (choose from numerous languages), and the UN Population Fund site (respectively) at:

<http://www.un.org/>

<http://www.unfpa.org/>



As a good starting point, encourage students to look for information on the following topics identified as principal population growth issue factors:

- poverty
- safe motherhood
- HIV/AIDS
- empowering women
- empowering young people
- family planning
- gender equality
- resource and information dissemination

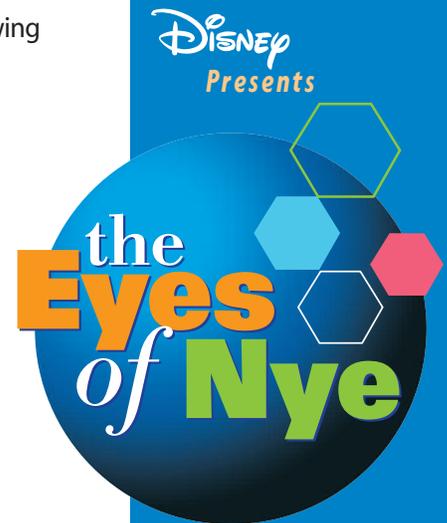
Obtain population-related data (statistics) on countries at:

<http://www.unfpa.org/worldwide/>

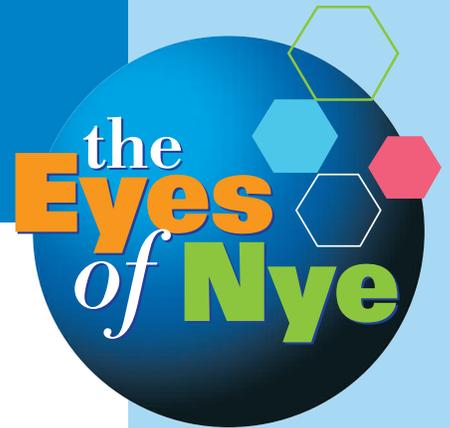
### **Exploring Population Growth Claims and Claimants**

Close inspection as well as understanding information and data related to population—and trends, projections, and priorities based on those data—require students to look into the institutions and the individuals putting forth claims regarding the issue. In *The Eyes of Nye - Population*, the principal information was provided by Dr. Nafis Sadik, Sonny Fox, Dr. Kan Liang, and Marilyn Hempel. Students should investigate the individuals and the organizations/institutes they represent (especially the UN, as the principal source of population data).

Dr. Nafis Sadik, population expert	Former Executive Director of UN Population Fund, 1994 Secretary General of the International Conference on Population and Development
Sonny Fox	Senior V.P. Population Communications International
Dr. Kan Liang, history professor	Seattle University
Marilyn Hempel	President Population Coalition



# Population: Human Demographics



## The Popular Word on Population

### Paul Ehrlich, 1971, *The Population Bomb*

*The State of Things...*

"The battle to feed all of humanity is over. In the 1970s and 1980s hundreds of millions of people will starve to death in spite of any crash programs embarked upon now."

*...To Come...*

"But this is a mere handful compared to the numbers that will be starving before the end of the century."

*...Unless We Act Right Away...*

"Our position requires that we take immediate action at home and promote effective action worldwide. We must have population control at home, hopefully through changes in our value system, but by compulsion if voluntary methods fail."

*...To Remove the Disease*

"A cancer is an uncontrolled multiplication of cells; the population explosion is an uncontrolled multiplication of people. ... We must shift our efforts from treatment of the symptoms to the cutting out of the cancer. The operation will demand many apparently brutal and heartless decisions. The pain may be intense. But the disease is so far advanced that only with radical surgery does the patient have a chance of survival."

### Soren Kierkegaard, *Provocations*

"It happened that a fire broke out backstage in a theatre. The clown came out to inform the public. They thought it was just a jest and applauded. He repeated his warning, but they shouted even louder. So I think the world will come to an end amid general applause from all the wits, who believe that it is a joke."

### Martin Luther King, *Speech, May 5, 1966*

"Family planning, to relate population to world resources, is possible, practical and necessary. Unlike plagues of the dark ages or contemporary diseases we do not yet understand, the modern plague of overpopulation is soluble by means we have discovered and with resources we possess. What is lacking is not sufficient knowledge of the solution, but universal consciousness of the gravity of the problem and education of the billions who are its victims."

## Plato, *Laws*, V

"A suitable total for the number of citizens cannot be fixed without considering the land..."

## Paul Ehrlich, 1994, *Optimum Human Population Size*

"In general, we would choose a population size that maximizes very broad environmental and social options for individuals."

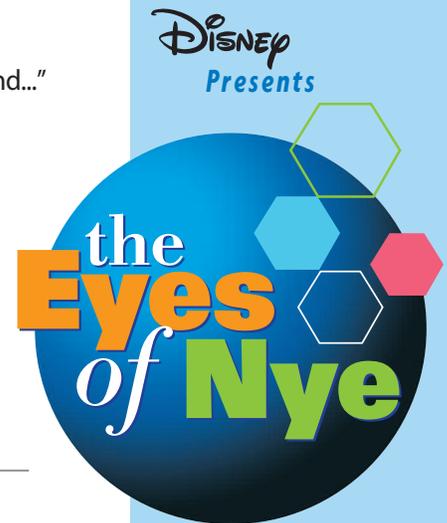
Sources in order of appearance:

Ehrlich, P.R. (1971). *The population bomb*. New York: Ballantine.

Kierkegaard, S. (2002). *Provocations*. Rifton, NY: The Bruderhof Foundation, Inc.

King, M. L. (1966). Speech at acceptance of Planned Parenthood Federation of America/Margaret Sanger Award, May 5.

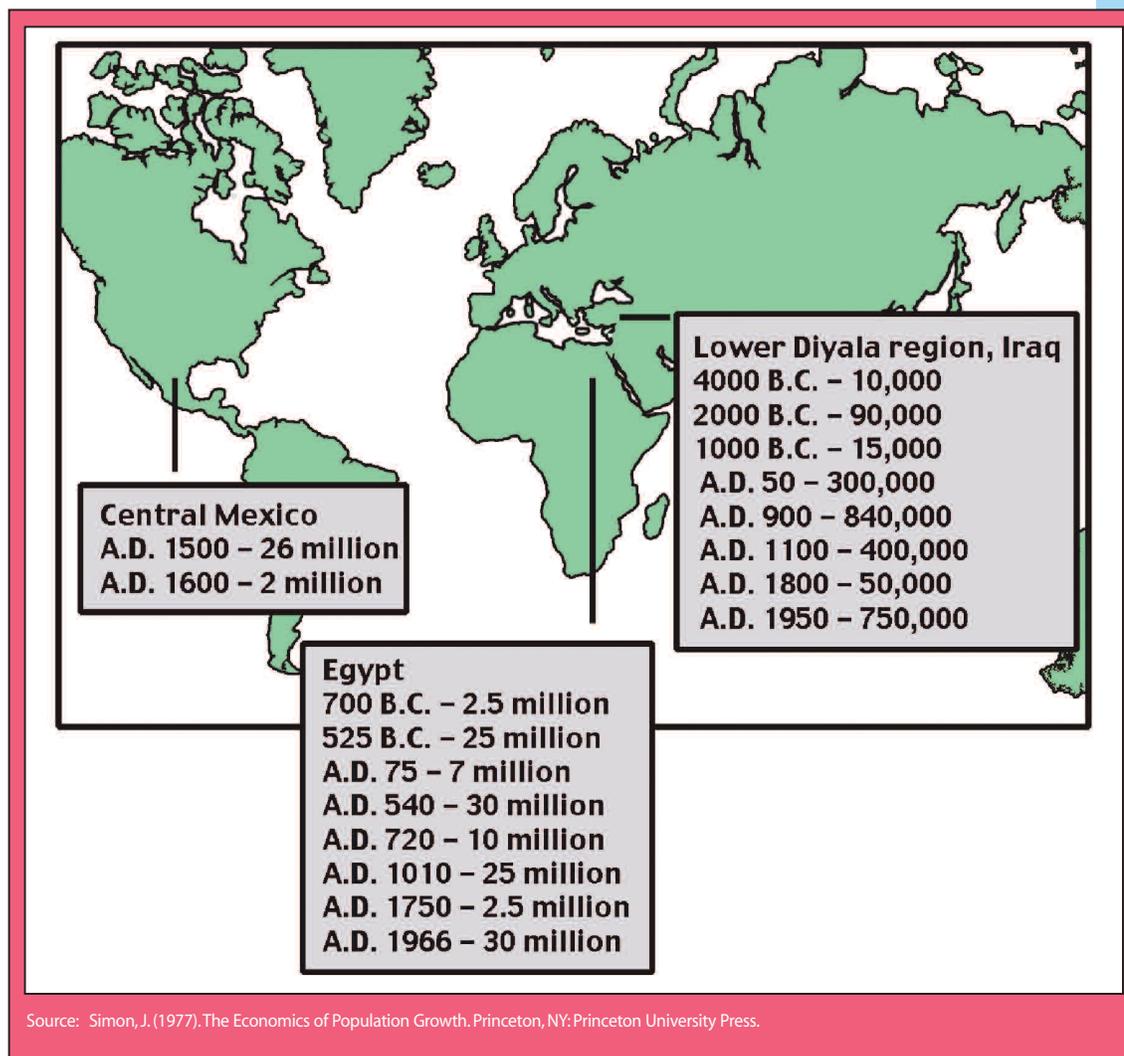
Daily, G., Ehrlich, A., and Ehrlich, P. (1994). Optimum human population size. *Population and Environment*, 15, 469-475.



## Population Statistics: A Closer View

### - Transparency -

Estimated population numbers in three regions, at dates indicated in gray.

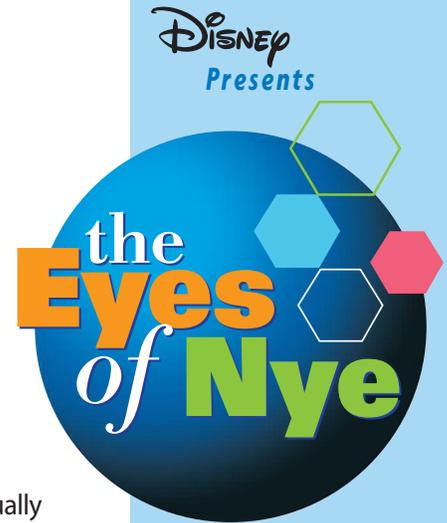


## A Visit With Dr. Sadik



"Pregnancy is a part of a woman's life but a woman's life should not be defined by it. In many societies, however, the fact is that bearing and raising children does define a woman. She does many things in her life, but she is only given recognition for one of them."

– Nafis Sadik, 1998



Research showed that women everywhere want to have fewer children than they actually had. Even in Africa, where the family size was around 8, the desired size was closer to 4. The women interviewed said that they didn't make these decisions—rather their husbands and their society did.

*How do we empower?*

- Provide information.
- Work to change social environments.

Research also showed that young people do not become more promiscuous if they are supplied with information on birth prevention.

*What are the results of more information?*

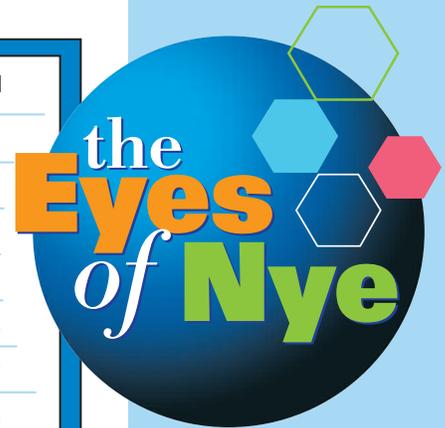
- Pregnancy rates and abortion rates go down.

## Investigating Causal Factors: The Story Behind the Data

POPULATION		India	Ethiopia	China	Israel
Growth Rate, %	1990	2.0	3.3	1.5	1.9
	Most recent	1.5	2.5	0.7	2.0
Birth rate per thousand	1990	32.0	48.9	22.1	22.7
	Most recent	23.8	42.5	14.5	19.8
Female (15-49) Fertility Rate	1990	4.15	7.00	2.46	3.05
	Most recent	3.01	6.14	1.83	2.70
Life Expectancy at Birth	1990	57.4	44.9	67.1	75.6
	Most recent	63.9	45.5	71.0	79.2
Median Age of Total Pop.	1990	21.8	17.1	25.3	25.8
	Most recent	24.5	17.2	32.4	29.1

## Investigating Causal Factors: The Story Behind the Data (Continued)

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EDUCATION		India	Ethiopia	China	Israel
<i>Illiteracy Rate, % Pop. 15+, Female</i>	1990	64	80	31	12
	Most recent	50	62	18	5
<i>Illiteracy Rate, % Pop. 15+, Male</i>	1990	38	63	13	5
	Most recent	29	48	6	2
<i>Ratio of Girls to Boys, Primary Ed.</i>	1990	0.71	0.66	0.86	0.98
	Most recent	0.77	0.68	0.92	0.95
<i>Ratio of Girls to Boys, Secondary Ed.</i>	Most recent	0.66	0.66	0.83	0.95

REPRODUCTIVE HEALTH		India	Ethiopia	China	Israel
<i>Average Age at Marriage, Female</i>	Most recent	18.7	17.1	22.1	24.0
<i>Average Age at Marriage, Male</i>	Most recent	23.4	23.3	23.8	27.1
<i>Family Planning Program Effort Index, Average Score</i>	Most recent	65.0	44.0	86.0	N/A
<i>Projected Increase in Women of Reproductive Age, 2000-2015, %</i>	Most recent	29.0	50.0	3.1	24.8
<i>Contraceptive Prevalence Rate for Women 15-49, Modern Method, %</i>	1990	38.0	2.6	80.0	51.9
	Most recent	42.8	6.3	83.3	N/A

GENDER EQUALITY		India	Ethiopia	China	Israel
<i>Labor Force Participation Rate, Female</i>	1990	N/A	N/A	79.1	46.9
	Most recent	43.5	74.4	80.3	56.2
<i>Labor Force Participation Rate, Male</i>	1990	N/A	N/A	88.9	68.1
	Most recent	87.6	91.6	90.1	66.3
<i>Married by age 18, %, female</i>	Most recent	61.6	70.2	N/A	N/A
<i>Seats in Parliament held by Women, %</i>	1990	7.0	N/A	21.0	N/A
	Most recent	9.3	7.8	21.8	15.0

Source: UN Population Fund

## Preparing for the Conference

### Group Planning Sheet

Your task is to propose action that will balance population numbers and carrying capacity. Focus on one task (two at most) that *contributes* to need. Your plan will be presented at the International Conference on Population and Development (ICPD) and if supported, it will be carried out between now and 2015, the date set for achieving the Millennium Development Goals set by the United Nations.

#### **Your plan should address the following:**

- What is the plan? What will you do?
- Why is the plan necessary? What and whose need does it serve?
- How does your plan address both sides of the population issue—numbers of people *and* development?
- What are the possible negative effects of the plan? How will these be dealt with?
- How much will the plan cost (generally inexpensive, medium, or expensive)? How might it be altered if funds become less available at any point?
- How or why does the plan result in a positive benefit that is lasting or sustainable?

To help focus your plan and to gain support, consider addressing (see below):

- 1994 UN Population Fund Program of Action; and
- Identified ways in which meeting population and development goals contribute to reaching MDGs by 2015.

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#### **Program of Action for the UN Population Fund -**

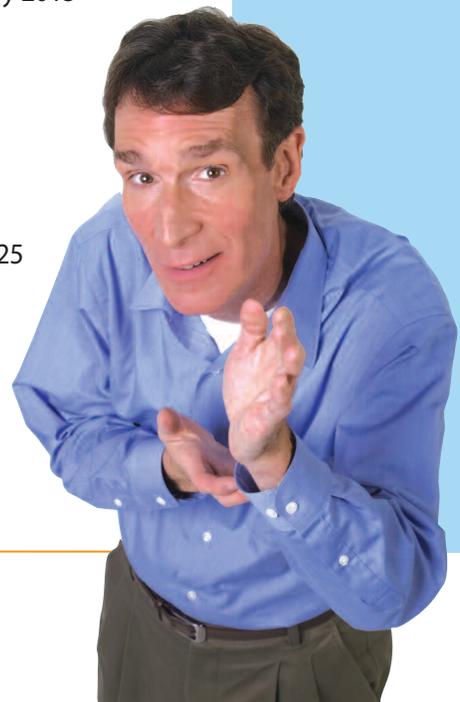
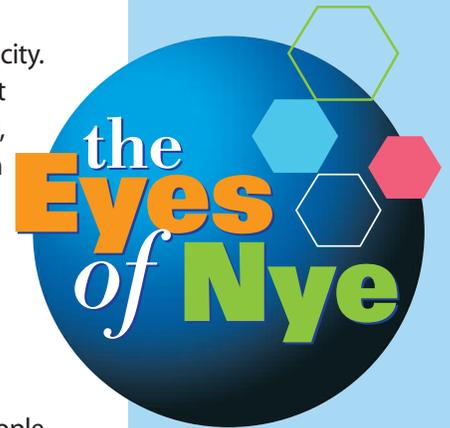
##### **Goals adopted by 179 governments at the 1994 ICPD in Cairo, including:**

- Universal access to reproductive health services by 2015
- Universal primary education and closing the gender gap in education by 2015
- Reducing maternal mortality by 75 per cent by 2015
- Reducing infant mortality
- Increasing life expectancy

##### **These goals were refined and amplified in 1999 to include HIV/AIDS:**

- HIV infection rates in persons 15-24 years of age should be reduced by 25 per cent in the most-affected countries by 2005 and by 25 per cent globally by 2010.

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## **UN Population Fund's Contribution to Meeting the MDGs:**

### **Population Dynamics**

The United Nations Millennium Project found strong links between rapid population growth, high fertility, ill-timed pregnancies and poverty – a demographic-related poverty trap. Demographic trends affect both development prospects and security.

### **Sexual and Reproductive Health Findings**

The United Nations Millennium Project found that ensuring access to sexual and reproductive health information and services, including voluntary family planning, is essential for achieving the MDGs.

### **Gender Equality Findings**

The United Nations Millennium Project found that gender equality is essential for achieving the MDGs. And, gender equality cannot be achieved without guaranteeing women's and girls' sexual and reproductive health and rights.

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