VIRTUAL WORKSHOP ON FAMILY PLANNING, WOMEN'S EMPOWERMENT, AND POPULATION AND SOCIETAL IMPACTS

Background on the Workshop

September 24, 2020

Win Brown, Senior Program Officer, Family Planning Team, Bill & Melinda Gates Foundation

"The decision whether or not to bear a child is central to a woman's life – to her well-being and dignity. It is a decision she must make for herself."
- Ruth Bader Ginsburg

Win Brown @JWinBrown · 7s

Don't miss this!
Family Planning, Women's Empowerment, and Population and Societal Impacts: A Workshop nationalacademies.org/event/09-24-20... via @theNASEM

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Recent Fertility Trends in Sub-Saharan Africa

WORKSHOP SUMMARY

Proceedings of a Workshop
IN BRIEF

October 2017

Demographic Effects of Girls' Education in Developing Countries

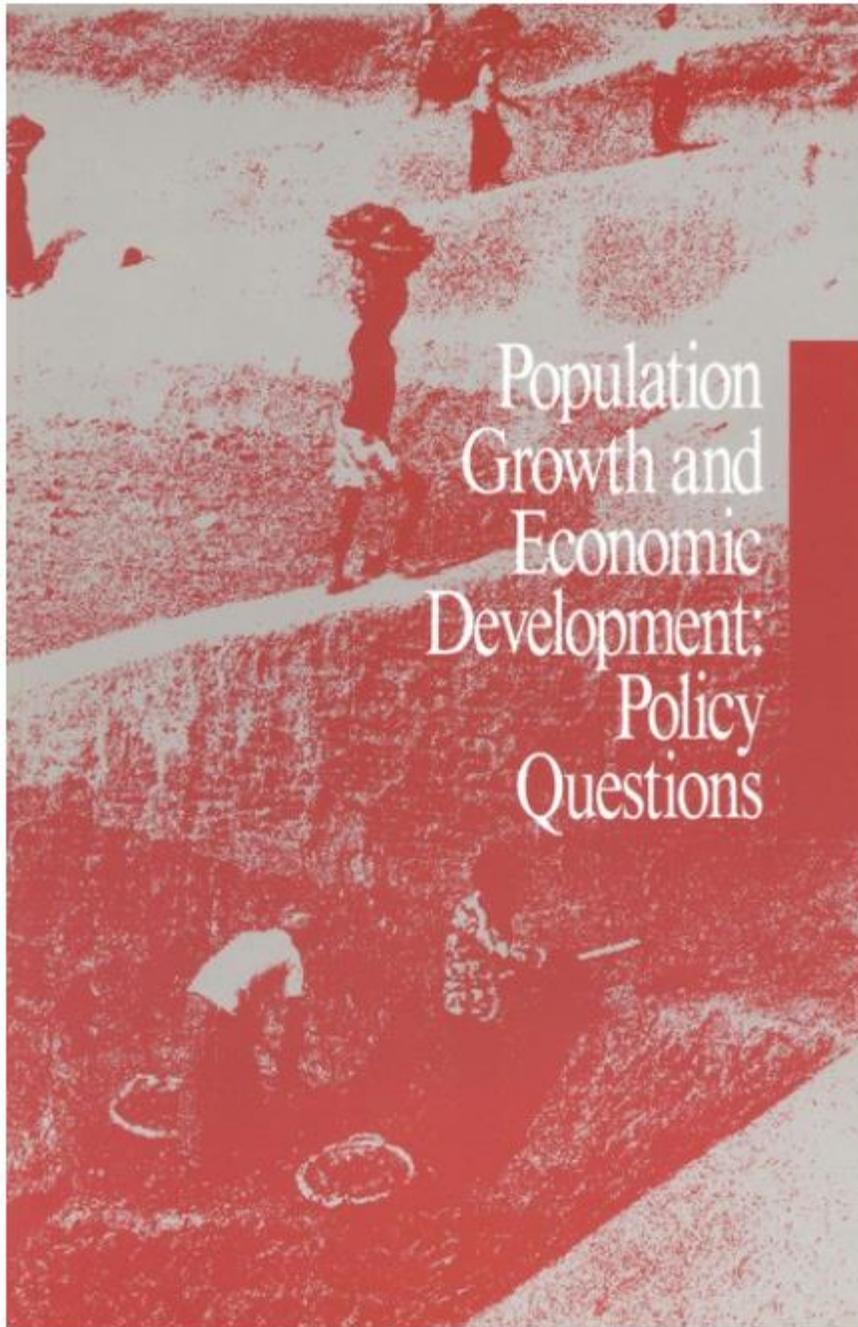Proceedings of a Workshop—in Brief

Educating girls is a universally accepted strategy for improving lives and advancing development. Girls' schooling is associated with many demographic outcomes, including later age at marriage or union formation, lower fertility, and better child health. However, the causal pathways between education and demographic outcomes are not well understood.

To advance understanding of the relationships between girls' education and demographic outcomes and to encourage more research on the determinants, content, context, and consequences of girls' education, the Bill & Melinda Gates Foundation, the William and Flora Hewlett Foundation, and the David and Lucile Packard Foundation provided support to the Committee on Population of the National Academies of Sciences, Engineering, and Medicine to conduct a workshop addressing these issues on May 11 and 12, 2017.

SETTING THE STAGE

Workshop chair Ann Blanc (Population Council) opened the workshop by reminding participants of the four issues the speakers had been asked to address:

1. Consider the effects of girls' education on their reproductive behavior, especially the level and pattern of childbearing and timing of such reproductive events as age at marriage and first birth.

2. Analyze the reverse causality between early union formation and childbearing on girls' educational attainment.

3. Examine the mechanisms by which education, including educational quality, school contexts, and curricula, affects demographic outcomes.

4. Discuss the policy and program implications of the research on girls' education.

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Population Growth and Economic Development: Policy Questions

- **1986 redux?**

- **What I asked Ann Blanc . . .**

- **IHME population projections**

  - **Female empowerment?**

  - **MCP asymptotes?**

Thank you to:
Krisztina Marton,
Malay Majmundar,
Ann Blanc,
To all the participants,
To the NAS Committee on Population