

Educated Populations

The Human Resource for Sustainable Development

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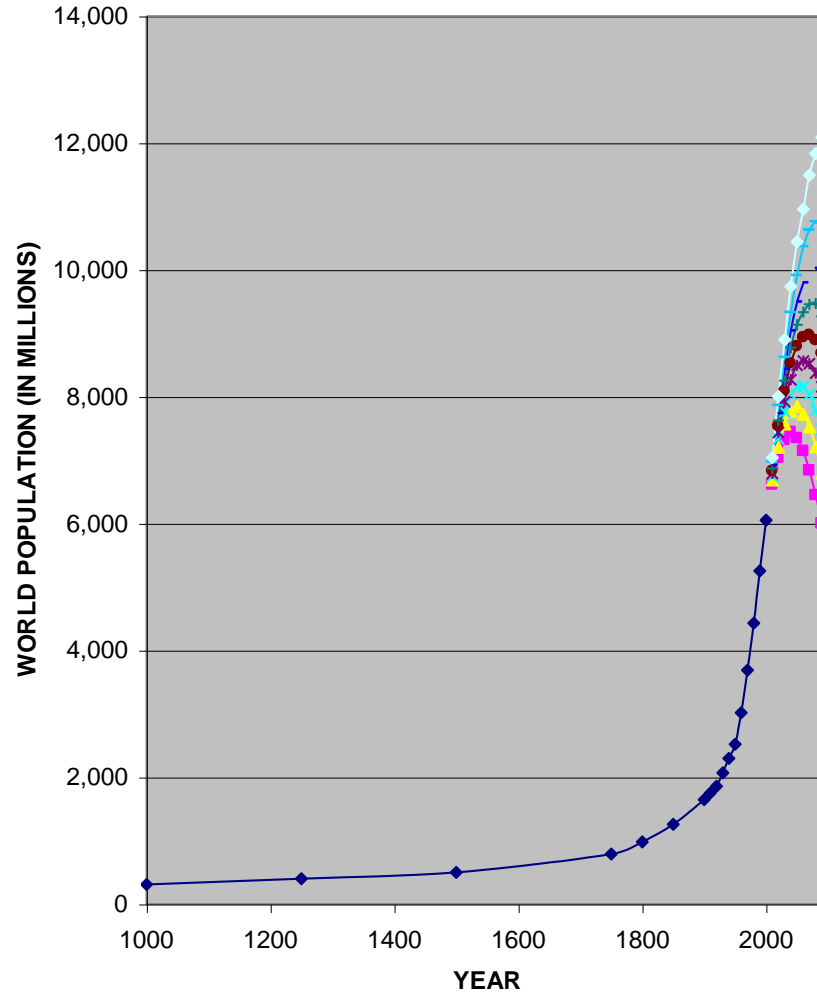
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The Human Resource

- World Population Trends: Growth and Ageing seen as problems – People as a liability.
- The World's growing Human Capital (approximated by level of educational attainment)
- **Education as the Root Cause of Development**
- Education leads to better health and higher income and it comes first = it is the cause
- HDI: More education uses almost no natural resources
? Do more educated people at a given level of income use less resources/energy (smarter technologies) ?
More educated people are likely to have a higher adaptive capacity to climate change

World Population from the year 1000 to 2100



Source of historical data:
UN 2001

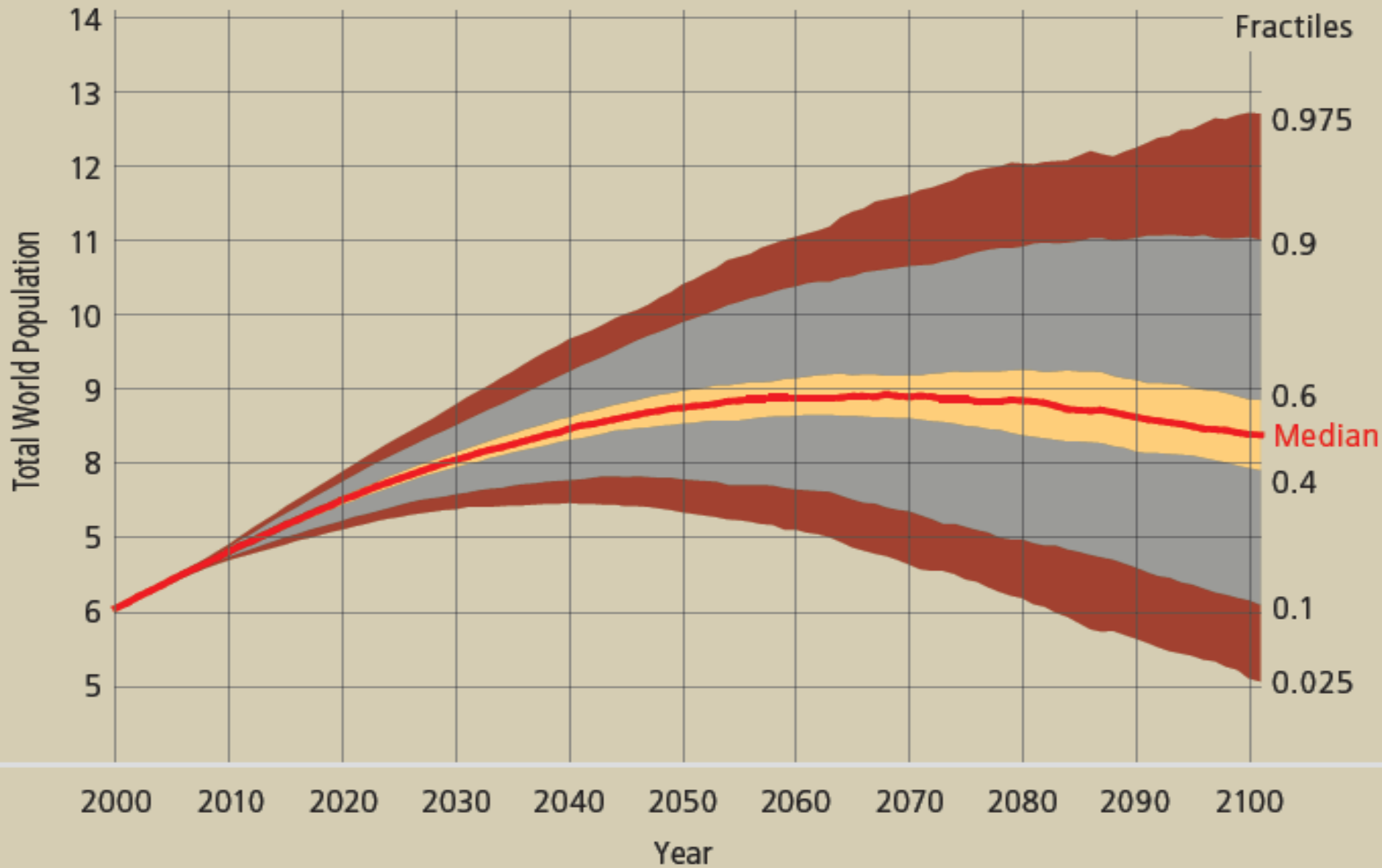


Figure 1. Uncertainty distribution of total world population to 2100, in billions.

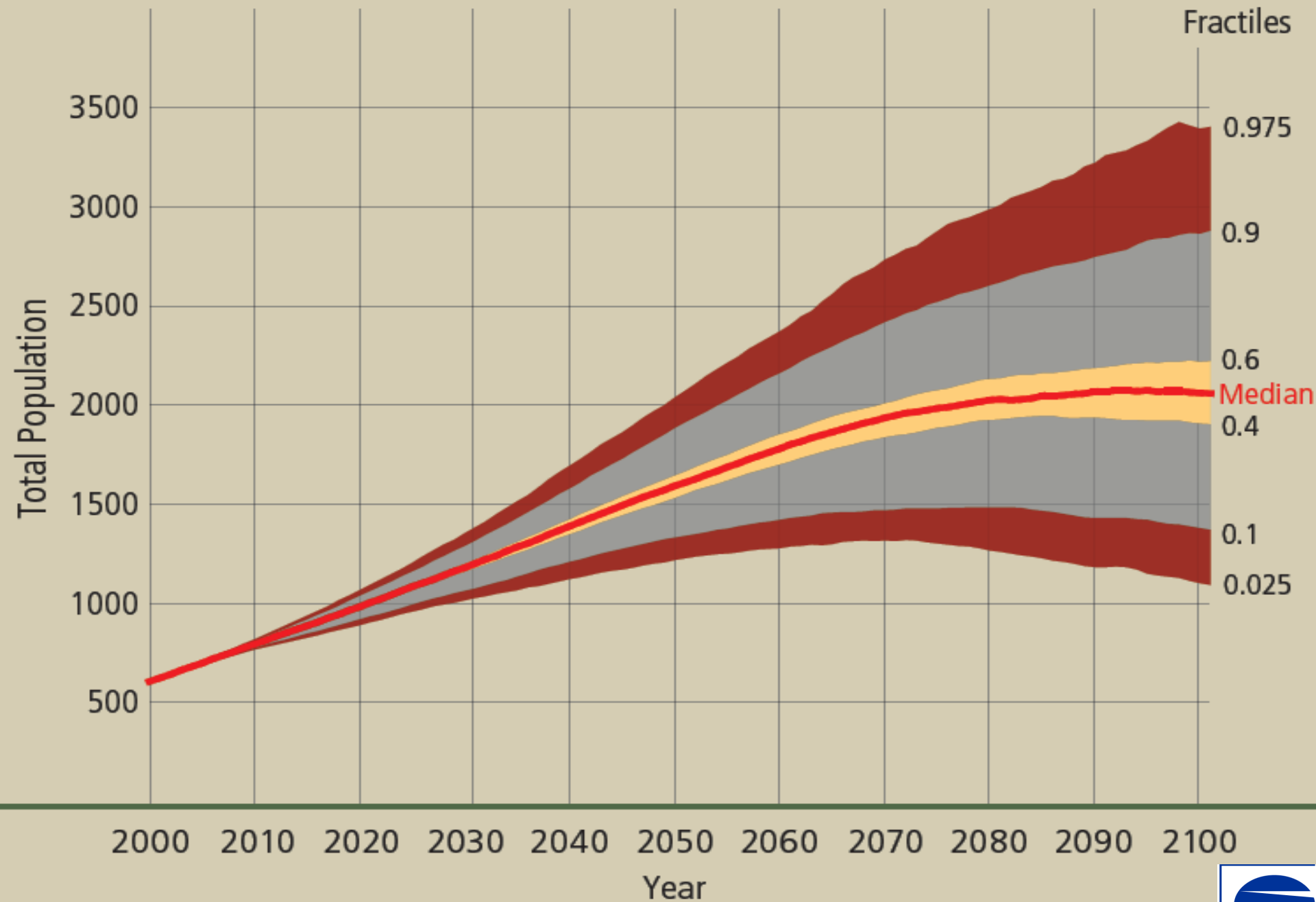


Figure 2. Sub-Saharan Africa population, in millions.

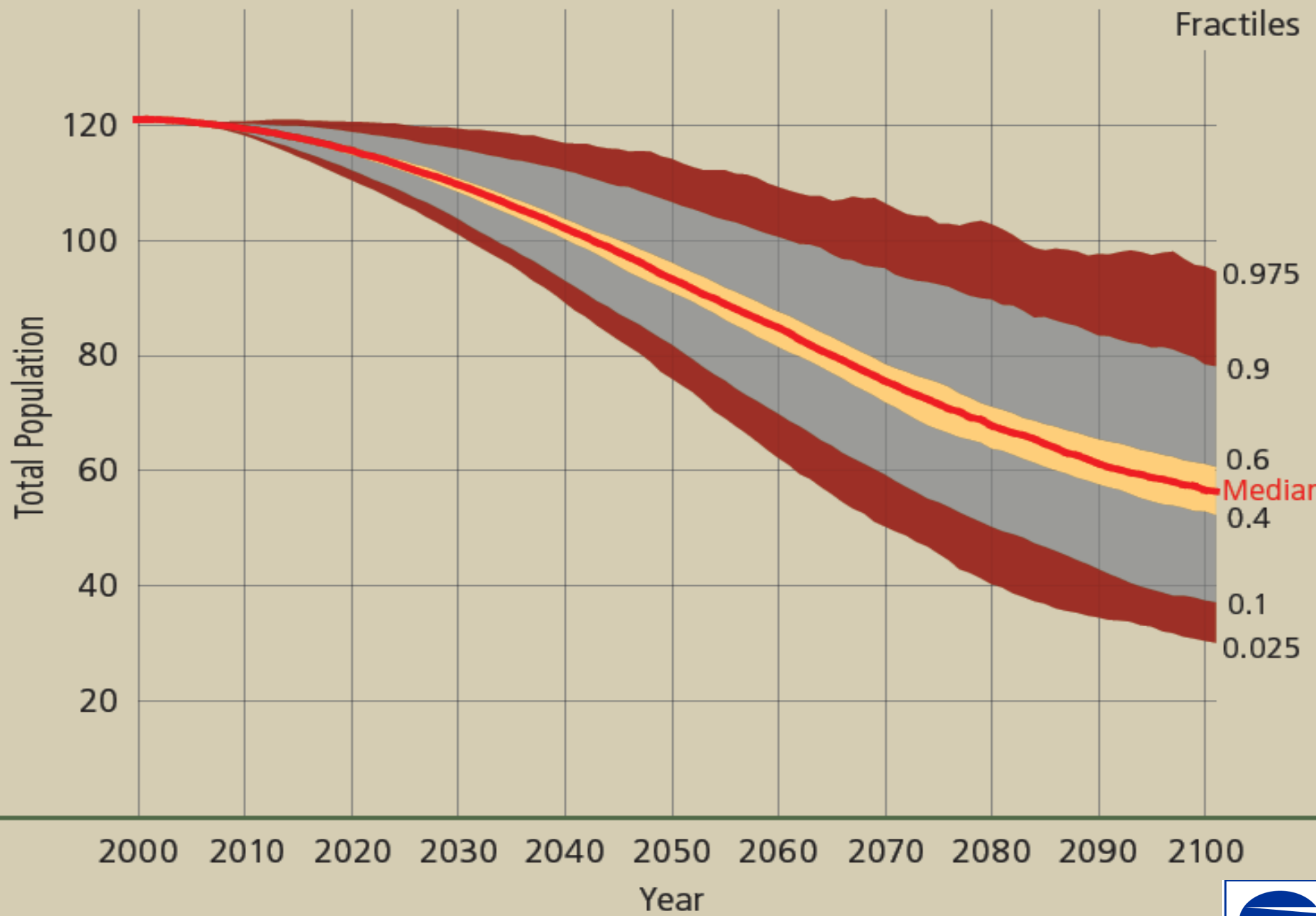


Figure 3. Eastern European population, in millions.

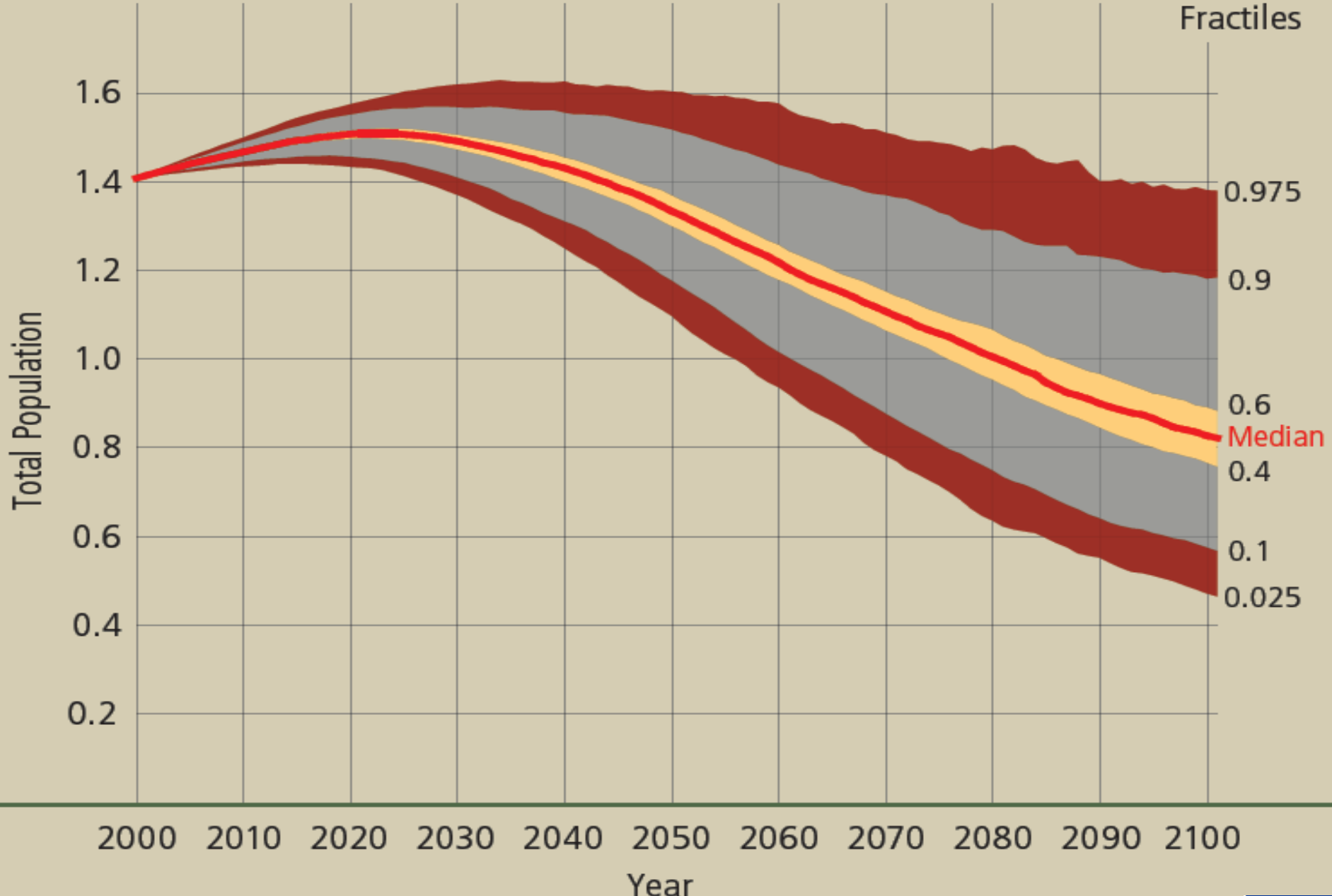
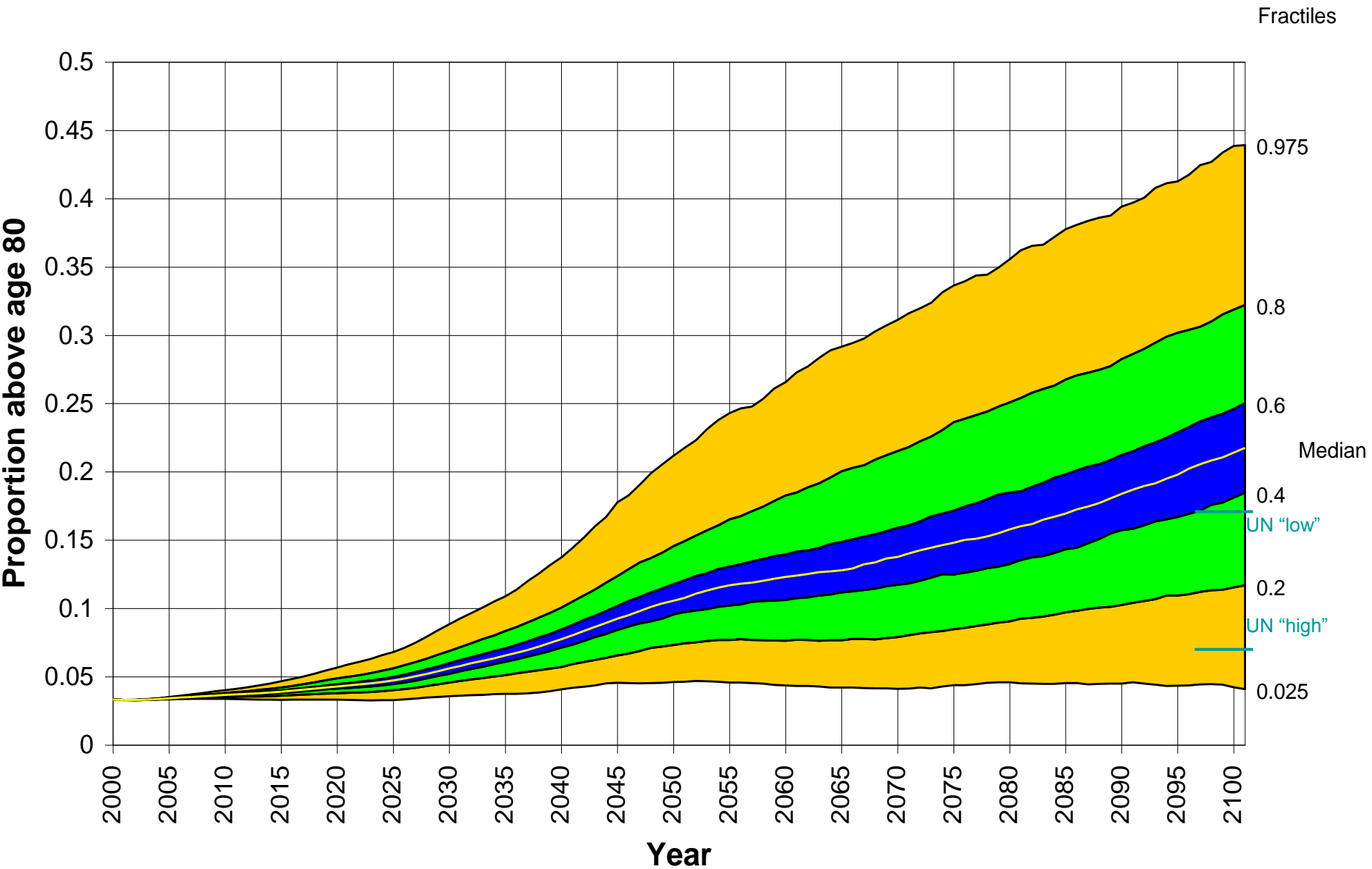


Figure 4. Population of China and Cambodia, Hong Kong, Laos, Mongolia, North Korea, Taiwan, Vietnam, in billions.



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Western Europe, proportion above age 80.

Adding the Quality Dimension to the Quantity of People

Adding Education (and Health) to Age and Sex

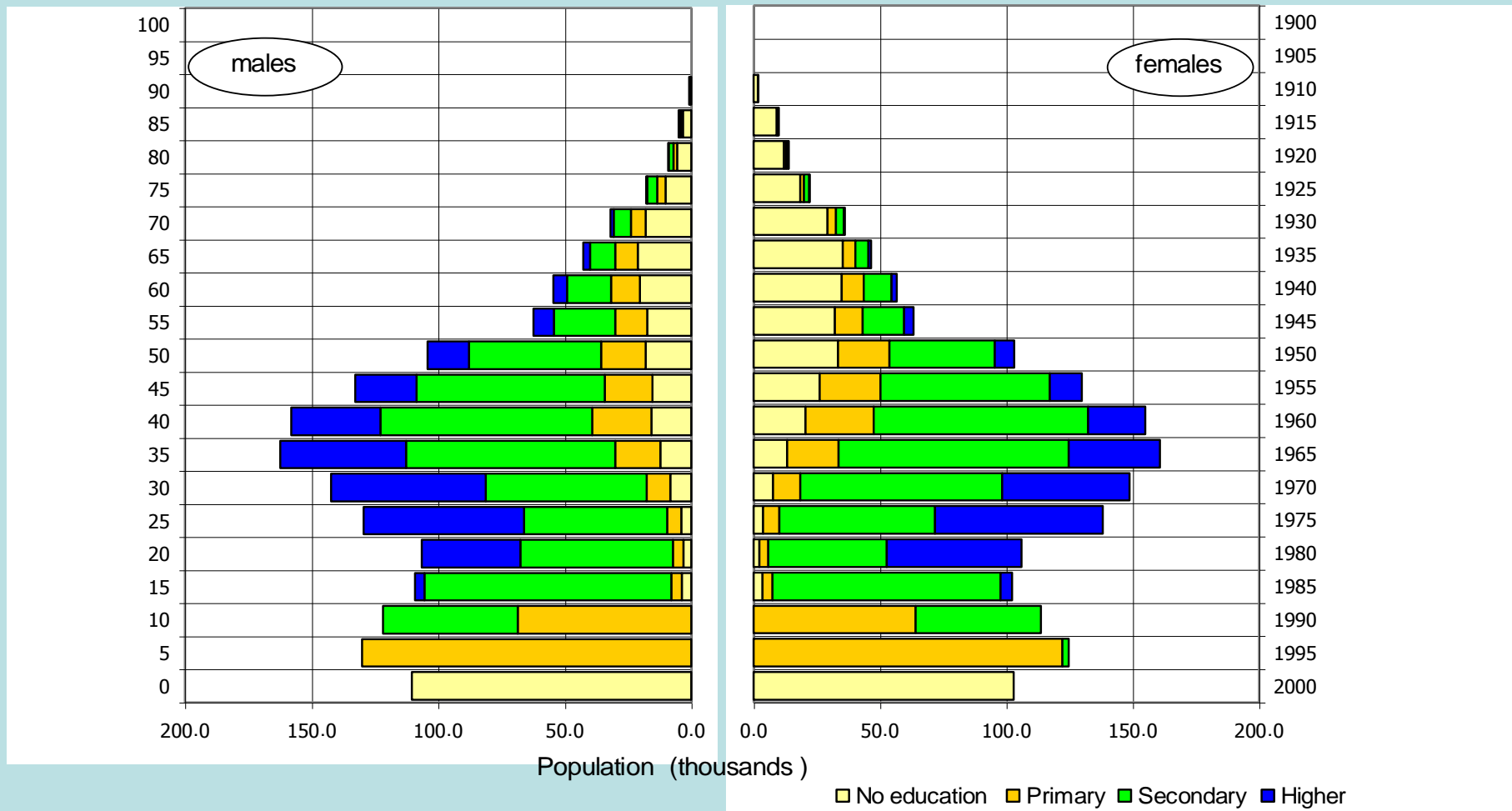
Demographic approaches and tools are very appropriate for capturing the dynamics of human capital accumulation.

- Formal education is typically acquired at young ages and then does not change over the life course (goes along cohort lines, multi-state population models).
- This is why the **educational composition** of the total population **changes only very slowly**.
- Educational efforts made today will only improve the average education of the work force many years later.

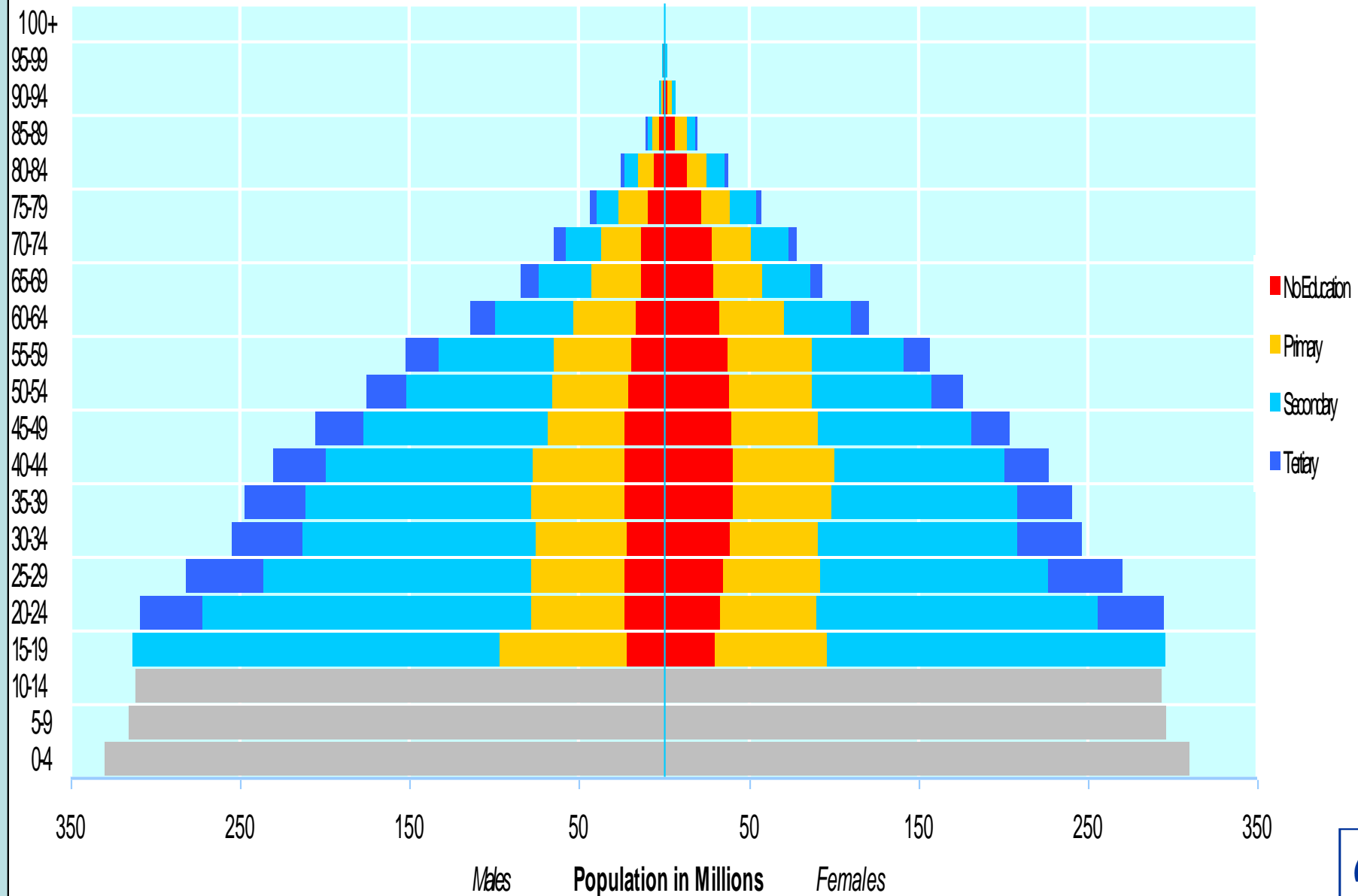
Singapore 2000

Age

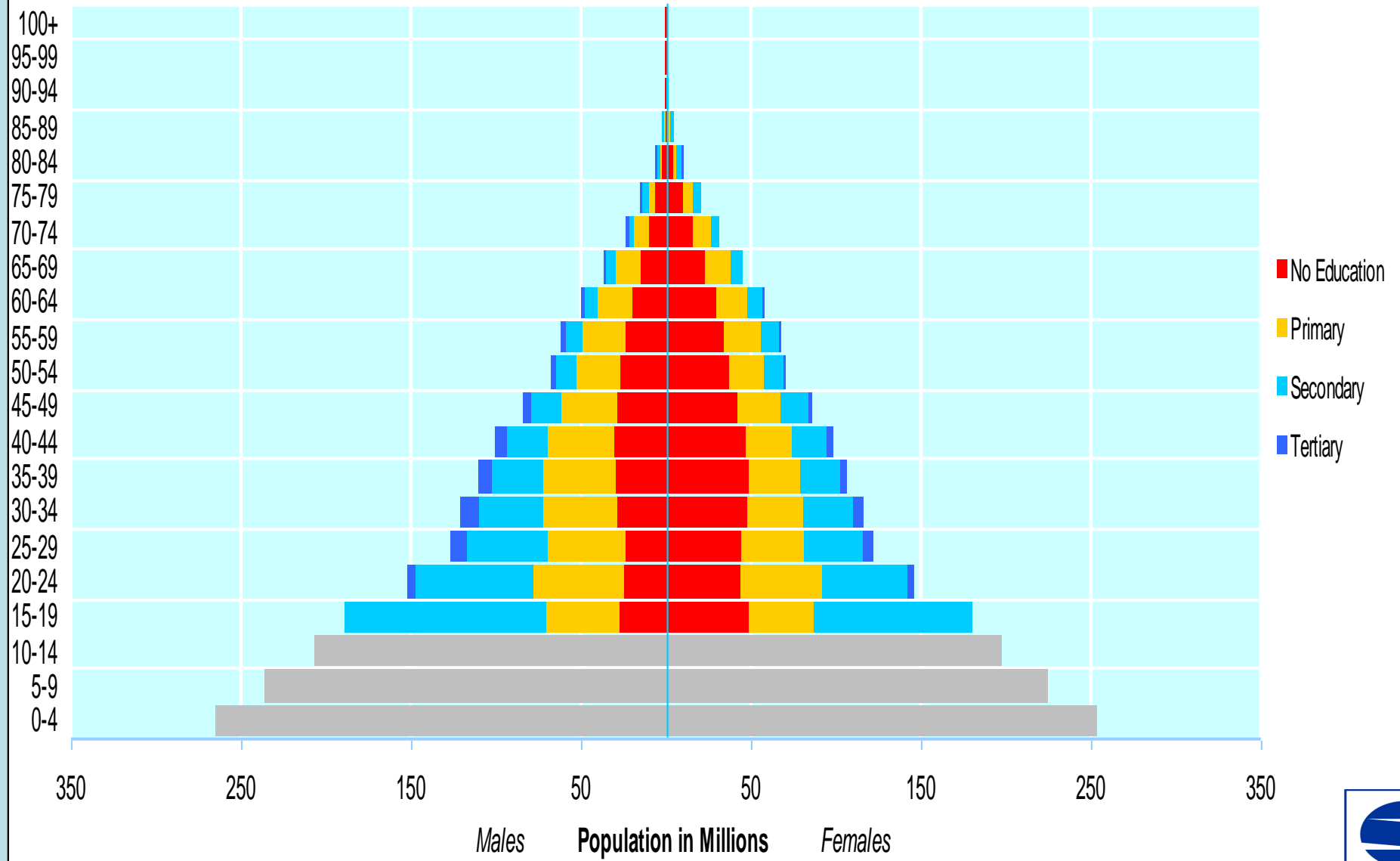
Period of Birth



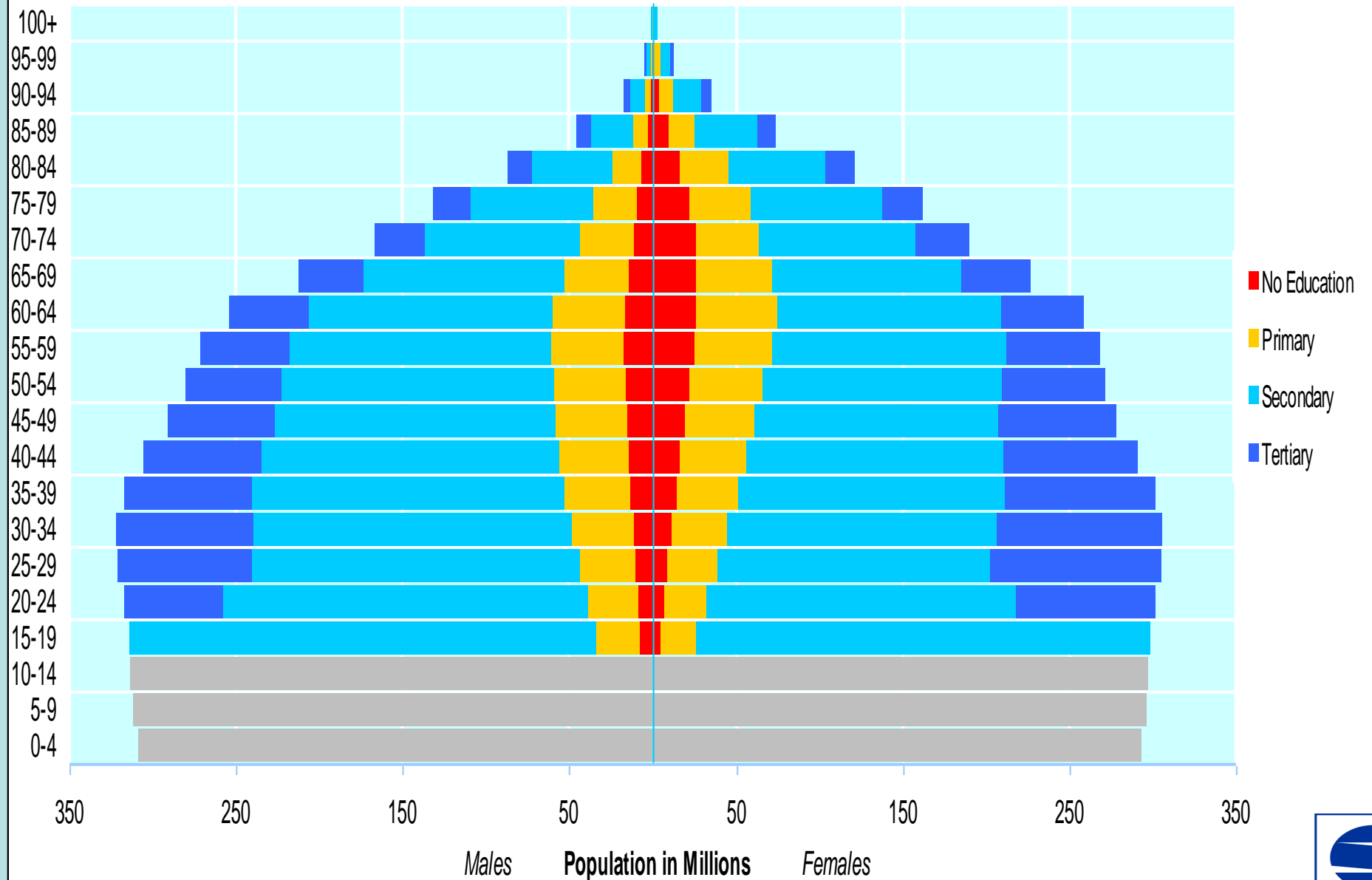
World - Population by Age, Sex and Educational Attainment in 2010 - Global Education Trend - Scenario



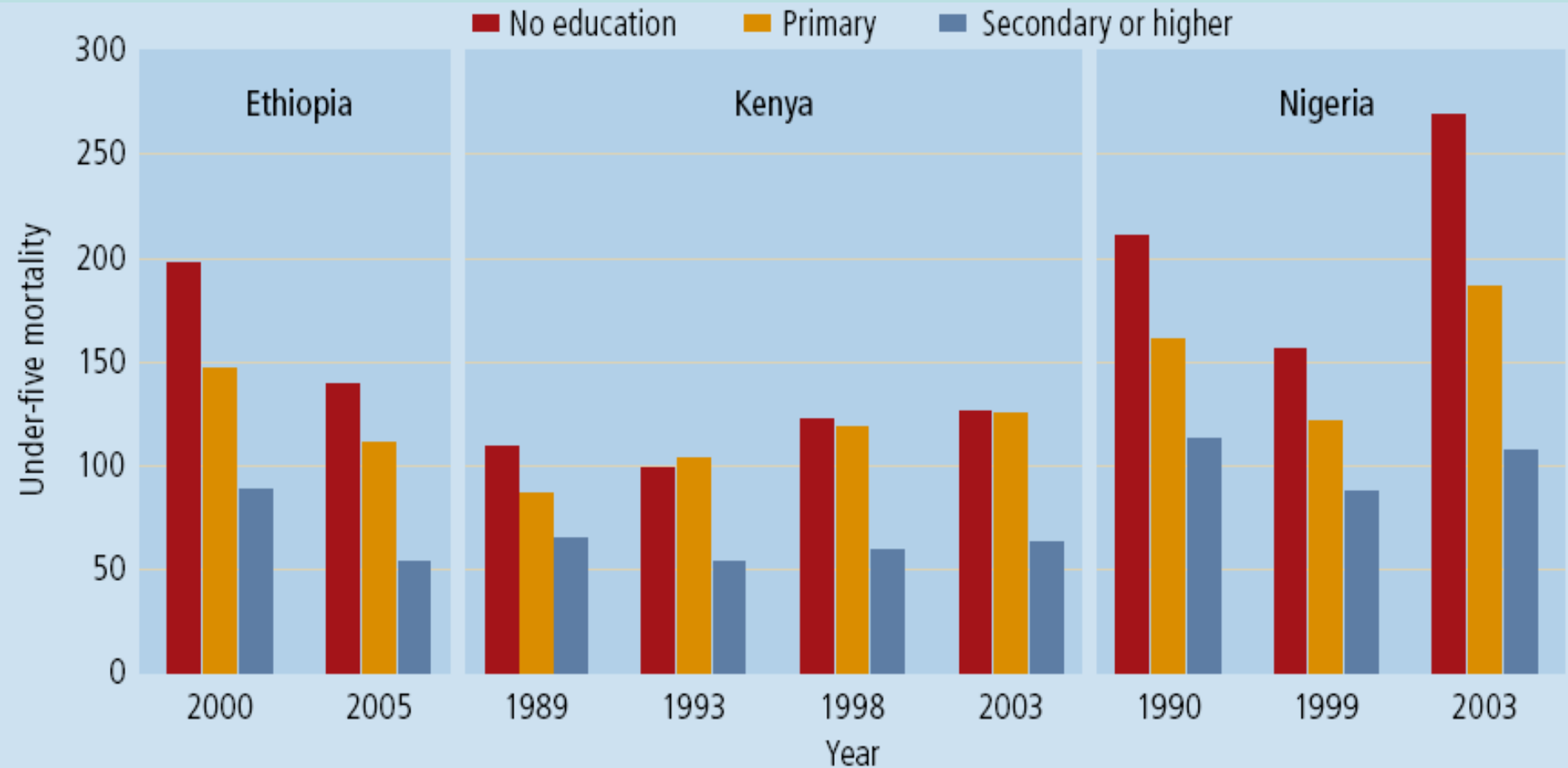
World - Population by Age, Sex and Educational Attainment in 1970



World - Population by Age, Sex and Educational Attainment in 2050 - Global Education Trend - Scenario



Mortality under age 5 by mothers' education (Source: DHS)



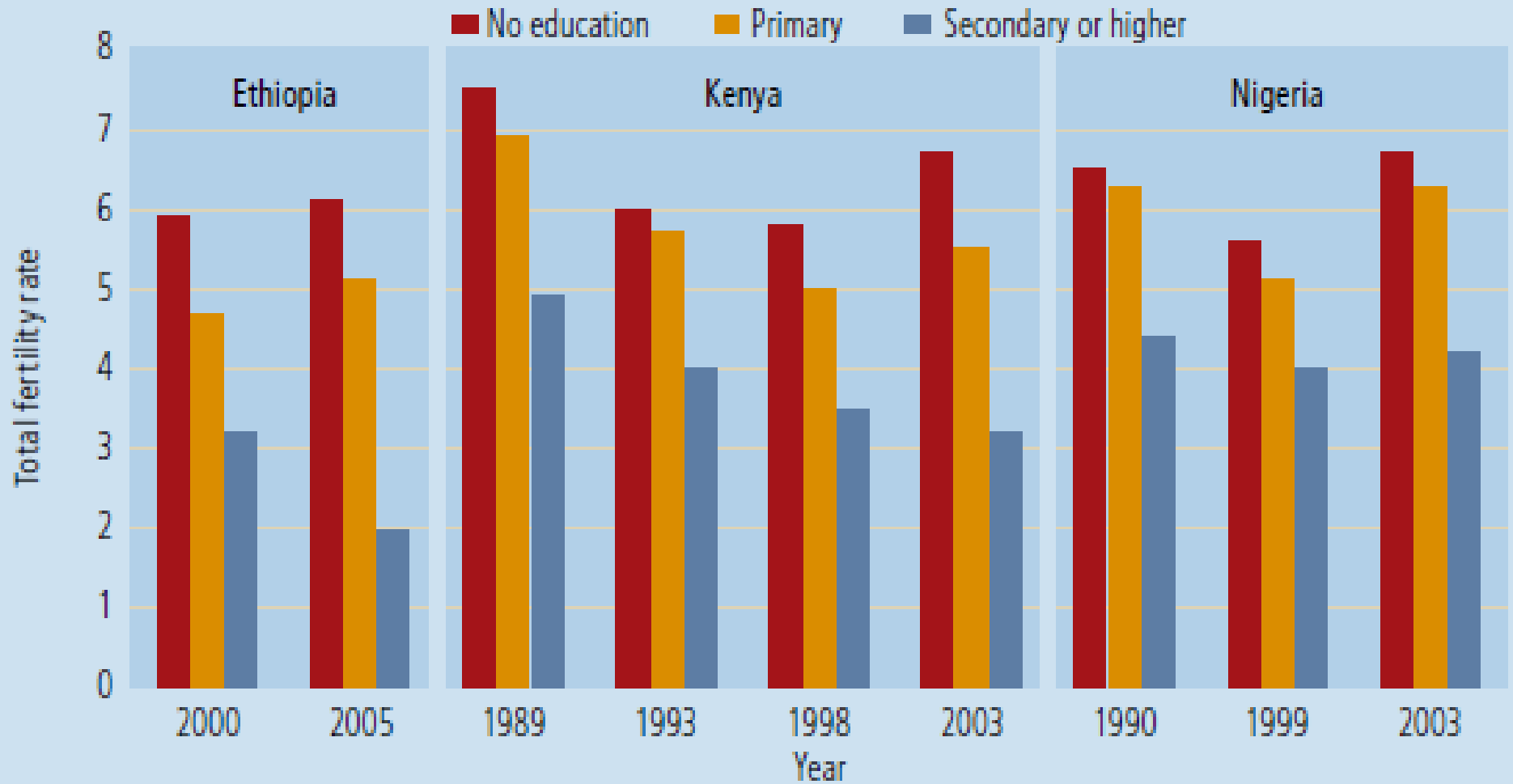
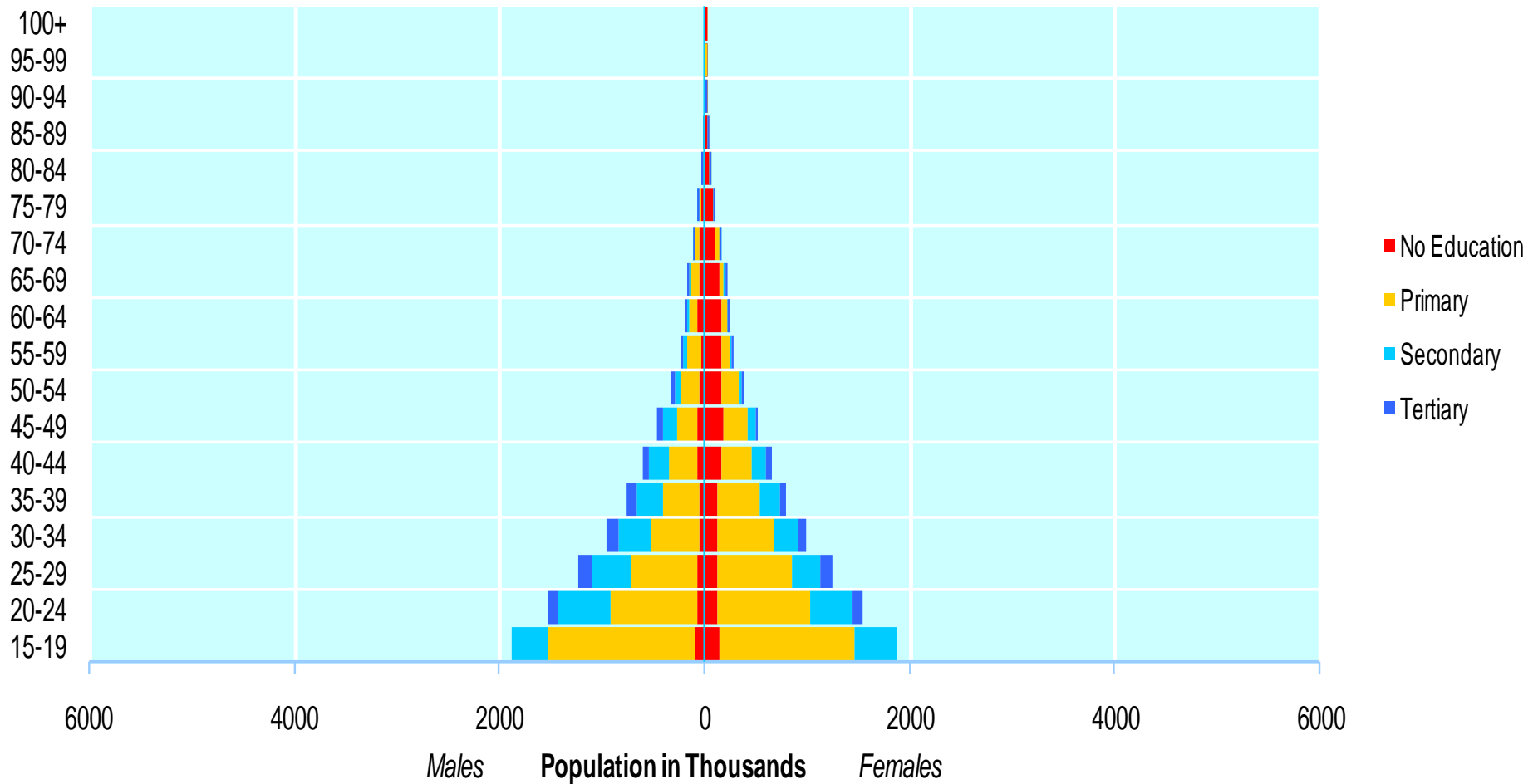
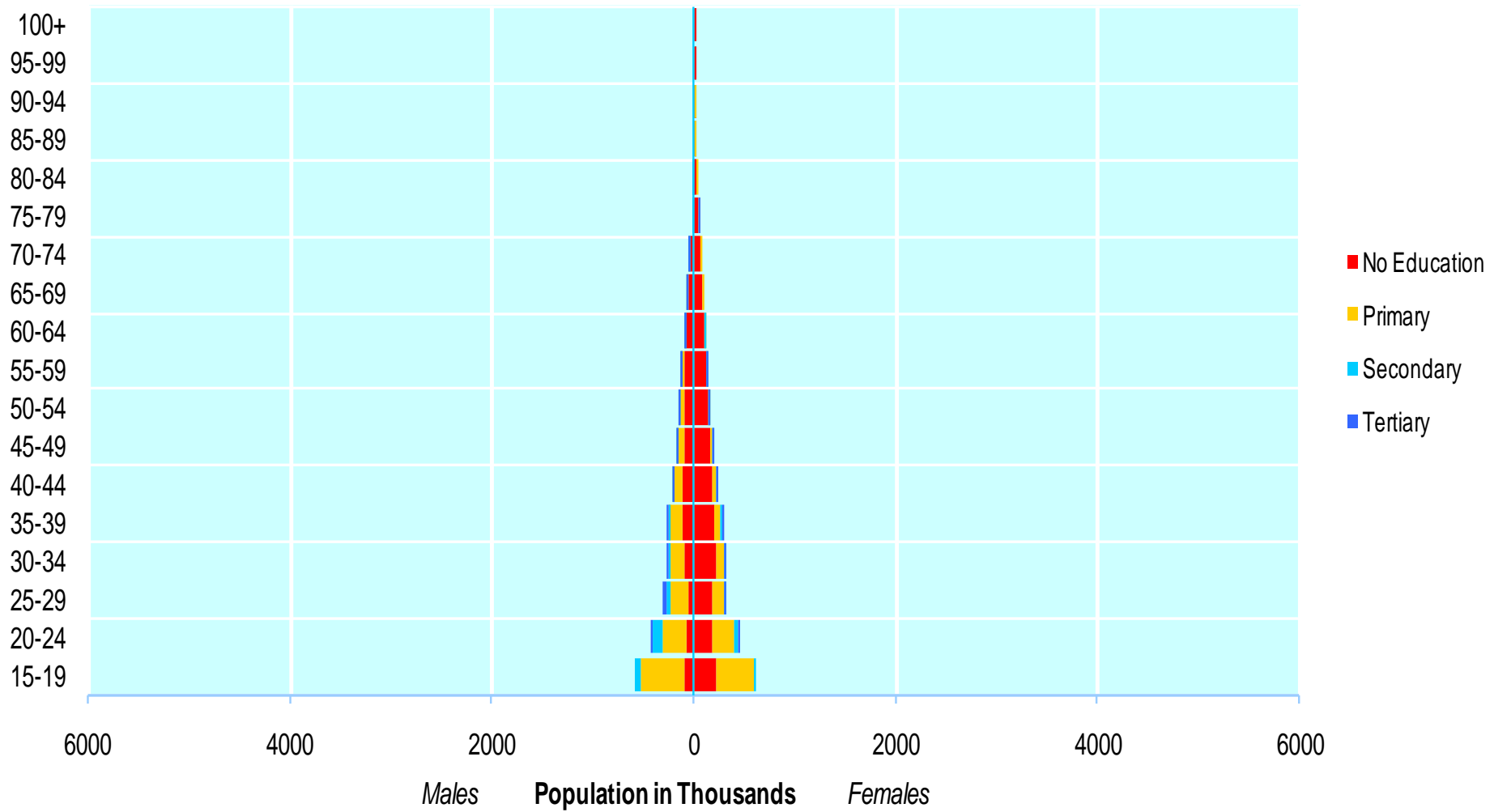


FIGURE 2 Total fertility rates by level of educational attainment. (Source: Several DHSs)

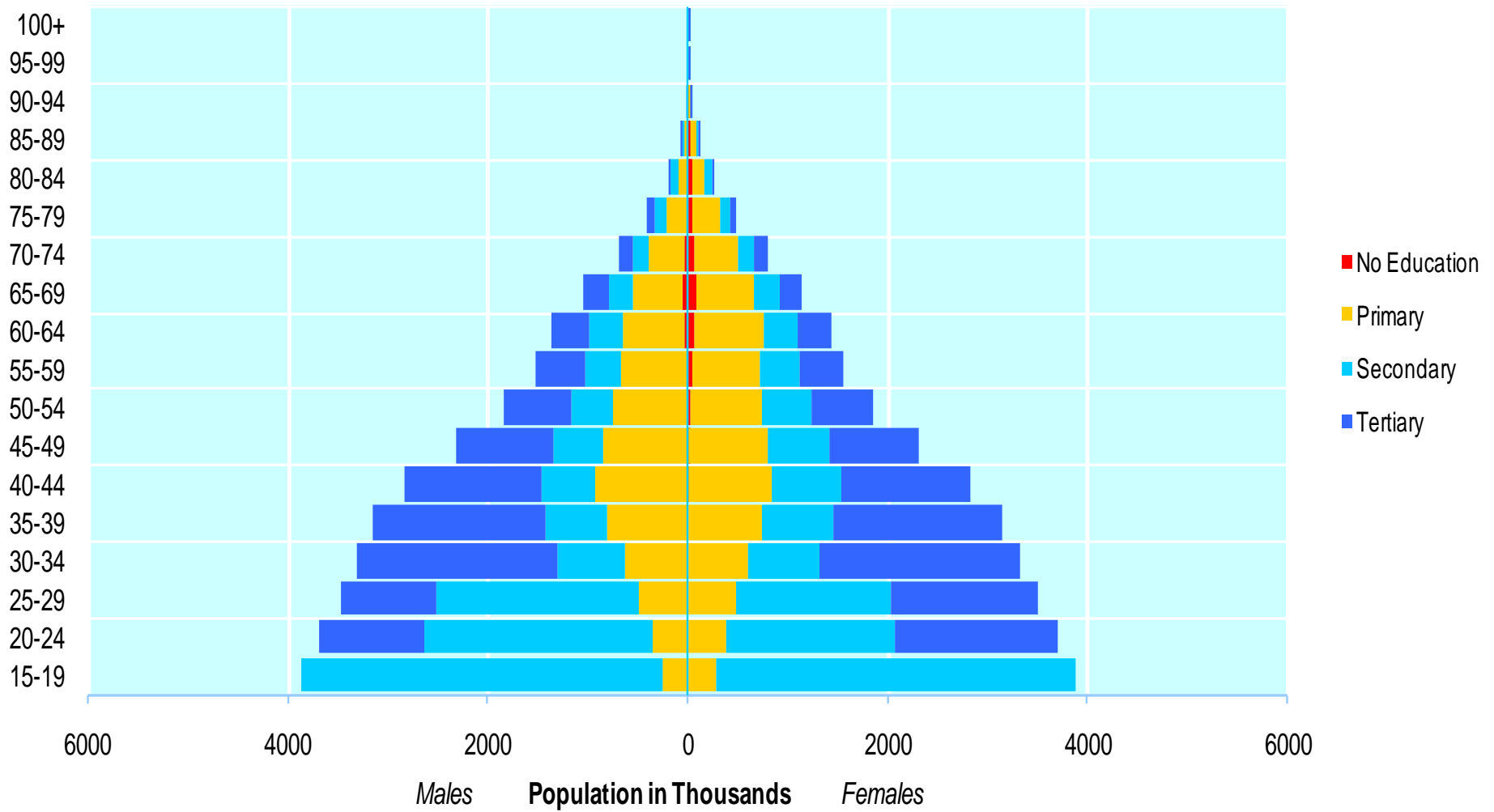
Kenya - Population by Age, Sex and Educational Attainment in 2000 - Global Education Trend - Scenario



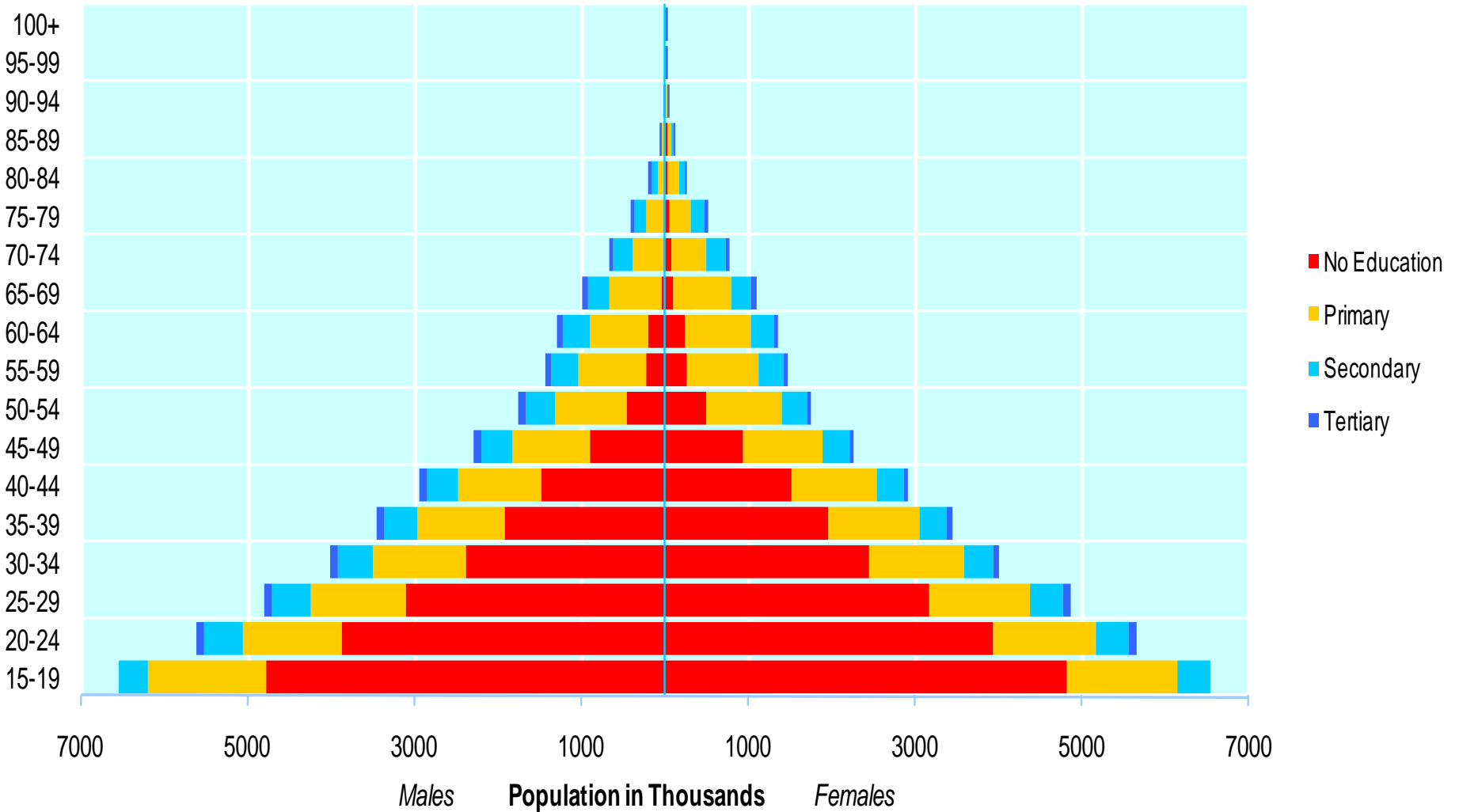
Kenya - Population by Age, Sex and Educational Attainment in 1970



Kenya - Population by Age, Sex and Educational Attainment in 2050 - Fast Track - Scenario



Kenya - Population by Age, Sex and Educational Attainment in 2050 - Constant Enrollment Number - Scenario

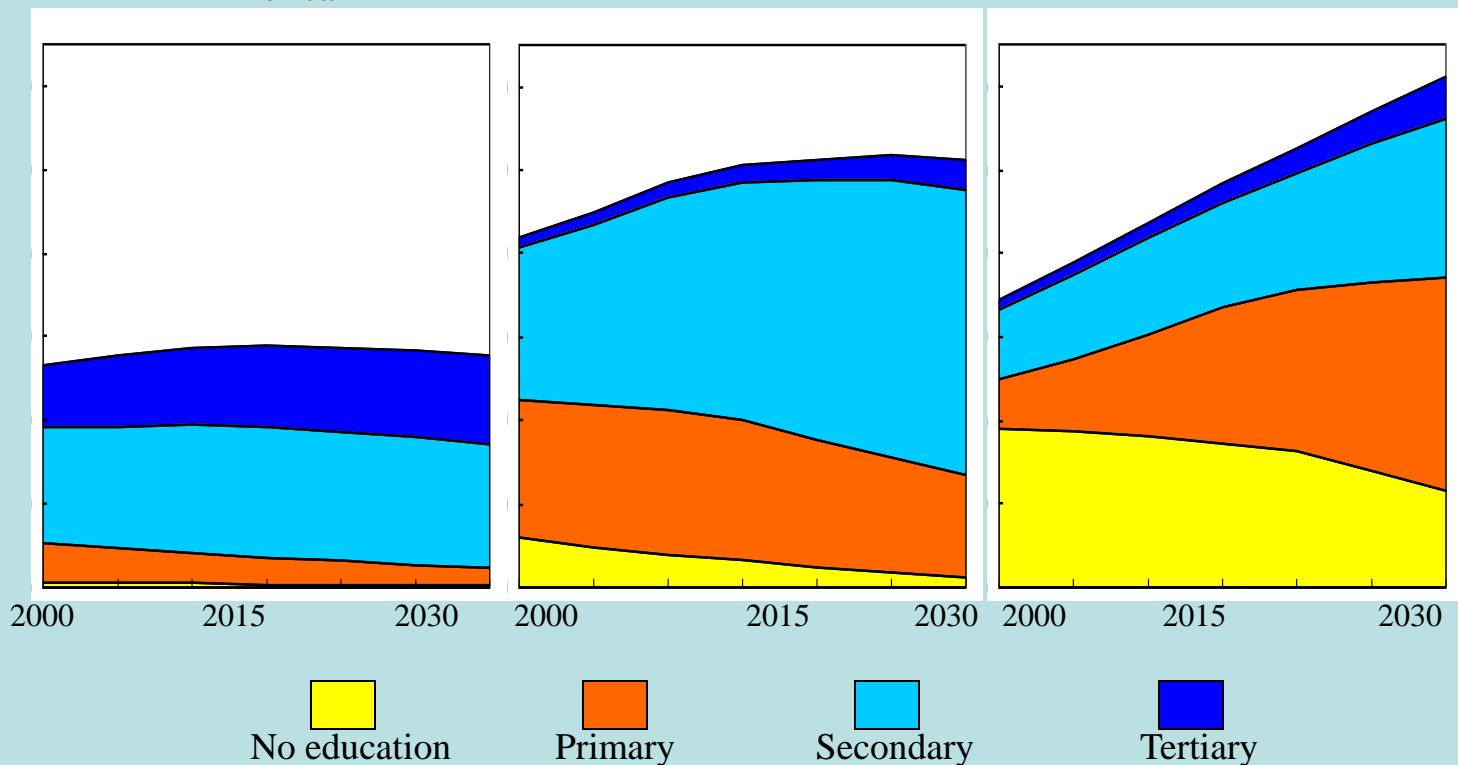


Estimated population aged 20-64 years (in millions) by levels of education, 2000-30, in three economic mega-regions

Western and Eastern
Europe and North
America

China and Centrally
Planned Asia

South Asia



“New Scientist” (this week’s issue)

How to make the world a better place?

The key to a better future for the entire world population lies in giving priority to the development of human capabilities.

The immediate priority must be universal primary and secondary education - all children in school at least through to age 15 - everywhere in the world. New research shows that this generally leads to better health, higher economic growth and in the long run better government.

Better-educated women will choose to have fewer children who in turn will get better educations. Citizens empowered through education will be better able to improve their own living conditions, as well as the conditions of their societies, and will be better prepared for adapting to the consequences of climate change.

While education is not a guarantee for success it improves the chance more than any other intervention.

**This calls for a radical reorientation of our development strategies:
Shift the focus from giving money to developing minds!**