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THE POPULATION AND DEVELOPMENT SUBJECT
IN THE CELADE TEACHING PROGRAMMES

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**THE POPULATION AND DEVELOPMENT SUBJECT
IN CELADE TRAINING PROGRAMMES**

1. BACKGROUND

The subject of 'population and development' or, to be less presumptuous topics related to this matter, have been present in CELADE's training programmes ever since its inception. Of course, at the beginning and for a number of years, these topics did not constitute a separate, well-defined matter with its own identity, specifically structured for teaching purposes, but were dealt with under the different subjects included in the training programme.

In the course of time and as a consequence of the growing awareness that took place in Latin America as well as in other regions of the world regarding the necessity of studying and teaching the close relationships between the demographic variables and the development process, the situation changed significantly with important repercussions on the teaching programmes.

Thus, for example, the Course on Basic Demographic Analysis given annually without interruption from 1958 through 1980 included a subject devoted to the study of the economic and social characteristics of population. Although its contents did not remain unaltered throughout this period since it was adapted, improved and expanded as new information became available, its denomination and approach experienced little change. At the same time, the Course on Advanced Demographic Analysis that was supplementary to the latter, from which students graduated with an equivalent to a master's degree, included as of 1964 a seminar which later on became a subject called 'population and development'. At the beginning it comprised a number of not clearly interrelated subjects such as "Population and employment", "Population and health", "Population and social security", "Population ageing", etc.

Towards 1969 new topics related to economic-demographic models were introduced and the first steps were taken so as to define the subject's scope under a single and coherent approach.

An important step in CELADE's life with deep and positive repercussions in the systematic treatment and therefore also in the teaching of population and development subjects was the seminar on the demographic studies in development planning organized by CELADE jointly with other international cooperation institutions in August 1971. Henceforth, the road to the present teaching of the subject was much more smoother thanks to the elucidation of concepts, the identification and definition of needs and the production of materials to be utilized as support to the teaching task.

Another chapter in the history of the teaching of this subject is the initiation, in 1973, of a joint postgraduate programme -one of the first CELADE incursions- with the Faculty of Economics of the University of Chile (ESCOLATINA) whose main purpose was aimed precisely at establishing links between demographic and economic studies. This goal was achieved by means of several subjects on economic development, a matter to which universities assigned high priority at the time.

Another example along this line of work was the Postgraduate Programme on Social Studies of Population which was offered jointly with the Latin American Faculty of Social Sciences (FLACSO). Although short-lived, it permitted CELADE to gain considerable experience in the organized and operative treatment of the interrelations between population and the development process.

All this impetus that had started towards the late 60's and which had been reiterated, expanded and reinforced in numerous international conferences, has since faced a weakening process and loss of interest as a result, among other factors, of the martial return in several Latin American countries of the neo-liberal monetaristic thought that placed the economic development subjects if not totally in the shadow, at least far from the limelight of economic leadership or from academic studies in economics.

Lastly, in 1981, CELADE initiated as a result of the experience gained during the preceding 25 years, a diversified programme in demography and in social studies of population. At the same time, a series of courses addressed at the use of demographic inputs in social and economic planning are offered for the first time. In both cases, the 'population and development' component has been not only better defined and recognized by its legitimate name but moreover the teaching has been organized in such a way as to transmit to the students a less vague and speculative knowledge oriented to solve practical problems and understand specific historical and geographic realities. Of course, it cannot be considered as a final task; the complexity of the phenomena, the changing situations and diversity of demands from the countries call for a permanent modification and improvement process of the programme contents particularly with regard to the bibliographic materials that are indispensable to support class work.

II. WHAT IS TAUGHT AT PRESENT

In examining the range of training activities offered at CELADE, be it in the Santiago or San Jose headquarters or in the countries, the specific 'population and development' subject appears under two different activities;

- (a) Master's Degree Programme
- (b) Courses on the Use of Demographic Inputs in Planning

The Master's Degree Programme comprises two years of study. The first year is common to all participants and the second one is divided according to the specialty chosen: Demography and Social Studies of Population.

On the other hand, mention should be made of the fact that topics closely linked with population and development are also included in other subjects such as "Fundamental sociological concepts", "Spatial distribution of population" and "Seminar on population policies", which are mainly addressed at levelling the students' academic background.

An outline of the subject contents for the first and second years, respectively, is given below both being compulsory for each especialty.

(a) Master's Degree Programme

(i) First year

Title of the subject: Population, development and social change

Duration: 69 hours; date: second semester

Module A: Population and Development

- 1) Introduction
- 2) Population and the socio-economic system in the classic literature
- 3) Population and the socio-economic system according to modern economic analysis
- 4) Population and the socio-economic system in contemporary thought
- 5) Relationships between population and the economic system
- 6) Economic development and demographic dynamics in Latin America (connecting point with the second year programme)

Module B: Social characteristics, change and population

- 1) Socio-economic factors and development styles
- 2) Social characteristics of the population
- 3) Social study of population growth
- 4) Social study of the spatial distribution of population
- 5) Main findings in the social study of population

(ii) Second year

Title of the subject: Population and development II

Duration: 80 hours; date: second semester

Elements

- 1) Economic development and the demographic dynamics in Latin America
(continued and expanded from the last item of the first year's programme)

- 2) National accounts and derived models
- 3) Relationships between the demographic and socio-economic variables
- 4) Demographic models
- 5) Economic-demographic models

Title of the subject: Workshop on the Demographic Inputs in Planning
(offered only for the specialty "Social Studies of Population")

Duration: 60 hours; date: second semester

Elements

- 1) Planning and population
- 2) Methodology for the integration of demographic variables in planning
- 3) Workshop on practical applications

The main objective of the practical applications is to confront the information and demographic studies available for each country or countries with their utilization mainly in regional planning or selected areas.

It is worthwhile pointing out that a considerable effort has been made to give the second year training a practical character so that the technical qualification acquired by the students may afterwards be applied in their respective countries.

For this purpose and taking advantage of the computer facilities and data available at the CELADE Data Bank, the second year students devote an important portion of their time to the application of theoretical models resorting to real data. This task has been considerably facilitated since the training programme includes a series of courses and seminars addressed at the direct use, that is, without intermediaries, of the appropriate programme packages for these purposes as well as to the interaction with the computer through terminals.

The analytical programmes and respective bibliographies of the above subjects are included as an annex.

Needless to say that this programme demands the student's full-time work.

(b) Courses on the Use of Demographic Inputs in Planning

This type of courses, the most recent within CELADE repertoire of activities, responds to a growing demand from the countries for personnel- specially in global, sectoral or regional planning offices- qualified in the appropriate use of the demographic inputs prepared by other specialized offices or in the preparation of works and ad-hoc investigations adequately adapted to particular

needs during the preparation and execution of developing plans. Rather than having a formative purpose their objective is on the one hand informative and, on the other, that of helping to work with the elements of a specific reality showing how demographic variables are inserted in this reality.

They are intensive courses demanding full-time participation with a strong emphasis on practical work. It is not appropriate to say that this modality of training contains a subject on population and development since actually the whole course and all its components deal with population and development. In summary, it is composed of the following modules:

- (1) Fundamental population dimensions
- (2) Interrelationships of population and development
- (3) The demographic inputs in development planning

Perhaps the most innovating aspect of this training modality is not related to the theoretical classes but to the workshop modality utilized to carry out practical works and specific applications of demographic inputs of the country where it takes place, facing the students with the specific aims and objectives of the developing plan underway in that country.

For these reasons, training is preferably organized in individual countries rather than as a regional or subregional task, thus intending to meet very specific requirements.

III. COMMENTS ON SOME DIFFICULTIES ENCOUNTERED

The teaching of the population and development subject as a unit of knowledge faces, besides the general difficulties encountered by the teaching of any new or not well-defined topic, some other difficulties which are inherent to the teaching of this subject among which at least three have a special meaning for CELADE training experience.

The first of them has to do with the limitations or rigidity imposed by the operative translation of ideas and concepts into useful tools addressed at solving specific problems existing in a given geographic and historical reality. From a different viewpoint, being the population and development subject so vast, it covers practically all the subjects connected with population and with development.

However, at the moment of teaching, it is not enough to expose concepts or develop ideas no matter how attractive or how well presented they are. The student, particularly the student-official working in a planning office of a developing country, requires a type of training which will help him face particular situations at the moment of returning to his everyday job.

The second aspect is related to the deficient or insufficient basic training of students, especially of those with background in the social sciences and sociology in particular. When we refer to deficient training we are

not referring to a lack of adequate knowledge in statistics, sampling, mathematics and use of computer languages. If the limitations were only these, which could be called the instrumental type, they would have an already known although complex solution but it happens that at least in recent Latin American experience, another type of deficiency is faced derived from the unsatisfactory academic training that students have received in their respective specializations. In other words, it is frequent to find graduate economists with insufficient basic training in economics, sociologists with deficiencies in sociological methodology or in the main theories of sociology, and so on.

To train specialists in a diverse and complex field such as population and development and its interrelations supposes at least that those who intend to reach a specialty starting from a specific profession have a solid training in the field. Contrary to what could be expected, the number of cases that hold a profession, with their academic titles duly certified but with serious deficiencies in their basic training is considerably high and this fact, repeated in recent year classes, imposes either a sacrifice on the quality of the professional training which is intended to be provided or a more rigorous application of evaluation methods at the moment of selecting the candidates for the courses or during the development of the academic programme.

The third difficulty is related to the bibliography available on this vast matter which can be successfully utilized as teaching material. It is impressing to see the material received at the libraries of the research and training centres, in different languages, dealing in one way or another and with different approaches, with the population and development subject. However, only an incredible small portion of these materials to which students can resort to, can be rescued to be advantageously utilized for teaching purposes. This situation should certainly not be surprising since it is nothing but the objective reflection of the distance or gap between the ideas, discussions and theoretical statements devoted to the subject and their translation into tools or proposals for specific solutions.

IV. THE NEAR FUTURE

During the last 10 or 15 years important advances have undoubtedly been made as to the awareness, handling and teaching of the 'population and development' subject. However, we are still far from having a repertoire of sufficiently specified programmes to be transmitted to the different types of students. In the years to come and according to the experience gained by CELADE in Latin America, efforts should concentrate on the following:

(1) To actively encourage the universities, especially in disciplines such as economics, sociology, planning and geography, to introduce in an orderly, systematic and regular manner components dealing with the specific population and development subject.

Moreover, efforts will have to be made to rescue and reinstate at least the interest in the economic development subject at an adequate hierarchical level in many Latin American circles.

(2) It is urgent to stimulate cooperation and technical assistance organizations of the United Nations to make further efforts addressed at translating theoretical approaches and general statements on the matter into practical solutions and specific steps to assist planners, mainly in developing countries, in their decision-making processes.

(3) It will be of the utmost importance to concentrate efforts on the preparation of teaching texts based on specific realities in order that the ambiguous, diffuse and unprecise dimension that is still associated with the 'population and development' subject becomes palpable and operative. In this respect, it is essential to carry out a similar effort as the one made in the past by the United Nations through its manuals on demographic techniques which have greatly contributed to improve the knowledge of the population situation in developing countries and to the training of national personnel. This new series of manuals should include in particular the following subjects.

- Techniques addressed at evaluating the demographic impact of given policies or development programmes;
- Methodologies for the formulation of hypotheses for the preparation of disaggregated population projections by groups or social strata according to different economic and social development alternatives;
- Projections that take into account determining factors of labour supply and demand, and
- New methods to analyze the factors associated with the population redistribution process.

The matter of population and development in trying to embrace too many topics has become so general that it has contributed very little to solve real situations. It seems, however, that a new more promissory stage has been initiated after the period of great reflections, speculations and theoretical speeches. This is mostly the result of the urgency of the needs and problems to be solved in the developing countries.

Yet we are still far from counting upon a set of tools and technical procedures capable to satisfy the growing and increasing demands required by demographic, social, economic and political change. Every effort that is made leading to the definition and improvement of these instruments that are still rudimentary or inexistent, will reduce the stage of little credibility we are now facing in this respect.

A N N E X

POPULATION, DEVELOPMENT AND SOCIAL CHANGE

I. POPULATION AND DEVELOPMENT

1. Introduction. Population projections and ex-post results of population dynamics. The endogenous character of population dynamics. The effects of population dynamics on economic development: general aspects of the question.
2. Population and the socio-economic system in the classics. Population in Adam Smith, population size and external economics. The T.R. Malthus model, population growth and the growth of food supplies. The David Ricardo model, the role of wages. The Karl Marx model, elements of value theory; the role of mechanization and of technological development in the formation of a population surplus. The law of population in Marx.
3. Population and the socio-economic system as seen in modern economic analysis. The Keynesian and neo-Keynesian viewpoints. Fundamental macroeconomic elements, basic concepts. Consumption, saving, investment, imports, exports, gross domestic product, national product and income. Basic elements of the input-output scheme and its relation with national accounts. Demand for labour (employment) and the labour supply (economically active population). Rates of activity, elementary definitions and methods of measurement. Different ways of measuring underemployment. Population growth as the ultimate motive power of economic growth and as its maximum limit. The Harrod-Domar model. The population optimum.
4. Population and the socio-economic system in contemporary thought. Population growth as an obstacle to economic development. The benefits of a diminishment of population growth. The Coale and Hoover model, the TEMPO model. Critical elements; mistakes of the cost-benefit approach in respect of birth control. Incorporation of the child in microeconomic consumer theory.
5. Relations between population and the economic system. Population as a source of demand for goods and services and, in turn, as a source of supply of labour. Relations between the economic system and the components of population dynamics: fertility, mortality, migration and labour supply. Empirical relations found for Latin American countries. Fertility and mortality differentials; their usefulness for projection purposes and the problems they pose.
6. Economic development and demographic dynamics in Latin America. Some elements of economic development theory. Definition of development. The two poles of development: poor countries and rich countries. CEPAL thinking. The industrialization process in Latin American and import substitution. Problems of income distribution, structure of consumption and employment. Development and population

II. SOCIAL CHARACTERISTICS, CHANGE AND POPULATION

1. Socio-economic factors and development styles. Economic growth and social development. Styles of development: economic factors for their definition and socio-political factors for their differentiation. Structural heterogeneity. Implications of development styles for the population: participation and marginality.
2. Social characteristics of the population. The situation of the population in Latin America with respect to employment, education, housing, health, income and general living conditions, by sex and areas of residence. Operationalization and sources of data. Population strata, social mobility and geographical mobility. Economic growth, social change and demographic trends.
3. Social study of population growth. Differential mortality and fertility by social groups. Structural factors influencing those aspects of demographic behaviour and cultural measurements. Intermediate variables and their socio-economic conditioning factors. Levels of development, both national and regional, and differential mortality and fertility rates. Demographic transition. Cultural contexts, types of urbanization and fertility.
4. Social study of the spatial distribution of the population. Components of distribution. Types of migration; regional differences and groups most exposed to migration. The urbanization process in Latin America and dependent industrialization. Changes in the agrarian structure and new patterns of migration. Migratory selectivity and how it differs at different times. Structural possibilities, reception and channels of information. Population distribution, human settlements and behavioural and reproduction patterns.
5. Main findings in the social study of population. Research on mortality in Latin America. Empirical results of socio-economic analysis of fertility. Internal migration in Latin America: determinants and implications. Gaps in research and new topics under study.

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POPULATION AND DEVELOPMENT II

I. ECONOMIC DEVELOPMENT AND DEMOGRAPHIC DYNAMICS IN LATIN AMERICA

1. Development and underdevelopment concepts. Historical background. Historical view of Latin American development. The industrialization process and imports substitution. The agrarian sector. The technological dependence. The problems of external bottleneck and inflation. The problems of income distribution, the structure of consumption and employment. The waste economy. The recent liberal model.
2. Fertility and mortality differentials as the demographic expression of social stratification in underdevelopment.

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V. ECONOMIC-DEMOGRAPHIC MODELS

1. Economic-demographic models as the synthesis of the interactions between population and development. The diagnosis and its translation into a specific model. The aggregation problem.

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Pre-requisites

1. Computer language
2. Adjustment of functions used in demography
3. Matrixes
4. Regression and correlation

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II. NATIONAL ACCOUNTS AND DERIVED MODELS

1. Revision of intersectoral transactions and of the basic system of the national accounts. Derived models : Harrod-Domar, Leontief, Marx. Applications for the evaluation of development plans. The demand for labour force.

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III. RELATIONSHIPS BETWEEN THE DEMOGRAPHIC AND SOCIO-ECONOMIC VARIABLES

Quantitative systems of social and economic links with mortality, fertility, migration, and participation in economic activities. Analysis of the inter-relations system in the Bachue model. The relations found in Latin America. The problem of transversal studies for projection purposes.

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IV. DEMOGRAPHIC MODELS

Micro-demographic simulation models: the Ridley and Sheps model. The Coale et-al nuptiality-fertility model. Population models in interaction. Models on specific sectors where population is entered as data: educational sector, health sector, housing sector. Social security. Labour supply.

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