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THE POPULATION AND DEVELOPMENT SUBJECT
IN THE CELADE TEACHING PROGRAMMES

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1. BACKGROUND

The subject of 'population and development' or, to be less presum­tuous 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 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
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.
POPULATION, DEVELOPMENT AND SOCIAL CHANGE

I. POPULATION AND DEVELOPMENT


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


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.


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Urzúa, Raúl, El desarrollo y la población en América Latina, Mexico, Siglo XXI, 1979.

II. SOCIAL CHARACTERISTICS, CHANGE AND POPULATION

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SUPPLEMENTARY BIBLIOGRAPHY

I. POPULATION AND DEVELOPMENT


II. SOCIAL CHARACTERISTICS, CHANGE AND POPULATION


Chossudovsky, Michel, Atención médica y sanitaria en América Latina, Santiago, Chile, CEPAL, March, 1980.


Di Filippo, Armando, Raíces históricas de las estructuras distributivas de América Latina, Cuadernos de la CEPAL N° 18, Santiago, Chile, 1977.


Fucaraccio, Angel, Algunos efectos del desarrollo sobre la población, Santiago, Chile, CELADE, Series A, N° 149, 1977.


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POPULATION AND DEVELOPMENT II

I. ECONOMIC DEVELOPMENT AND DEMOGRAPHIC DYNAMICS IN LATIN AMERICA


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.

Bibliography


Pre-requisites

1. Computer language
2. Adjustment of functions used in demography
3. Matrices
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 interrelations 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


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