

A CONFERENCE ON
HUMAN DEVELOPMENT IN THE 80's

25 APRIL - 2 MAY 1981

RIO DE JANEIRO

Working Draft

UMA CONFERENCIA SOBRE

DESENVOLVIMENTO HUMANO NOS ANOS 80

25 DE ABRIL - 2 DE MAIO 1981

RIO DE JANEIRO

INTRODUCTION

The Rio de Janeiro Regional Conference on Human Development in the 80's was held from 25 April through 2 May, 1981, with participants in the states of Rio de Janeiro, Espirito Santo and Minas Gerais, representing the public, private, voluntary and local sectors.

The intent of the conference was to build consensus about future directions through sharing practical insights by participants and observing various kinds of program successes across the region. The conference began with an analysis of broad issues; stated the mandates that the world is facing; and concluded with directional components for the three-state area. The conference provided an opportunity to build collegiality among people who are concerned about human development. In the conference an opportunity for the Institute of Cultural Affairs to gain new perspectives on the issues of human suffering being articulated by Brazilian citizens evolved. The conference participants also stated important positive changes they anticipated in the next decade. All the participants' work was dedicated for the benefit and use of the residents of this three-state area and may be applied in whatever way is deemed most appropriate across the nation and world.

The conference was in three parts:

--the six-hour Symposium held in Rio Bonito, RJ examined futuristic issues and stated the mandates for human development which are being called for across the world.

--the five-day Field Research illustrated these futuristic issues and investigated the mandates and their implementation through visits and interviews with people of the four sectors in urban and rural settings across the three states.

--the six-hour Assembly held in Rio Bonito, RJ outlined the principle components and contextual objectives for those who have decided to work in human development. The Assembly participants articulated some practical avenues for their engagement in the region.

PART ONE

THE HUMAN DEVELOPMENT GLOBAL SYMPOSIUM

On 25 April, 1981, thirty people gathered in Rio Bonito to participate in the first part of the Rio de Janeiro Regional Conference. Participants met in a local school in a series of workshops and reporting sessions to analyze futuristic issues and state mandates. Six underlying issues and sixteen mandates related to human development in the 80's were described.

The Symposium in two sessions used a variety of approaches to enable participants to get distance from immediate pressures in order to make realistic judgements about the future of the region. The opening session of the Symposium began with a talk by the President of the Board of Directors of the Institute of Cultural Affairs: Brazil. The presentation provided a context for participants, working in teams, to discern the futuristic issues related to human development in the coming decade. These issues were plotted on a social process model to reveal the underlying configuration of current issues across the globe. These underlying issues are described on page 3. A second session stated a set of historical mandates facing the world. The Symposium closed with reflection on the implications of these mandates for the public, private, voluntary and local sectors.

THE UNDERLYING ISSUES FACING HUMAN DEVELOPMENT IN THE EIGHTIES

I Unfocused Images of Meaningful Personal Relations

In the arena of the family in society the major issue facing human development in the 80's is the instability of purposeful dialogue about the family's well-being by all its members.

The related issues are disagreement about individual responsibilities and roles within the family, inadequate solutions achieved from professional assistance, and the consequent incidence of crime and violence within the community.

II Fragmented Approaches to Corporate Welfare

In the arena of secure existence, the major issue facing human development in the 80's is the randomness of social assistance programs.

The related issues include unsupported community health structures, inadequate diffusion of social assistance for minors, abandonment of millions of children among the poor, and the need for inclusive solutions to preventable diseases caused by incomplete sanitation systems and inadequate immunization and nutrition.

III Disconnected Decision-Making Systems

In the arena of the legal framework for societal units, the major issue facing human development in the 80's is the use of an effective mode of decision-making to further common priorities and to prevent violence.

The related issues are the ineffective local organizational means to carry out decisions, the limited education and resultant vulnerability to being intimidated by decision-making structures among the poor, the underdevelopment of potential leadership skills, the truncated freedom of expression, and the trends toward wars and conflicts between nations.

IV Apathetic Style Towards Quality Education

In the arena of accumulated wisdom, the major issue facing human development in the 80's is a disorganized style and disinterested stance toward local educational advancement.

The related issues are the general decline of authentic responsibility for urban communities, the

unintentionality within the teaching system, and the limited training of leadership.

V Overwhelming Extent of Poverty Level Communities

In the arena of the domestic economy, the major issue facing human development in the 80's is low income levels of many communities.

The related issues are the accelerated inflation-rate, insufficient salaries especially in rural areas, limited food supplies, and the effect of the drought in the northeastern states of Brazil.

VI Unfulfilled Agriculture and Industry Potential

In the arena of economic productivity the major issue facing human development in the 80's is ineffective use of natural, technological and human resources.

The related issues include the accelerating cost of living, rising unemployment, the exodus of residents from the rural interior to the urban centers, the surplus of unskilled manual laborers and the reduction in profits of businesses.

THE MANDATES FOR HUMAN DEVELOPMENT IN THE EIGHTIES

ESSENTIAL ORGANIZING SERVICES		RESOURCE UTILIZATION	EXPANDED HUMAN POTENTIAL	
COMMUNITY PROGRAMS	NATIONAL SELF-RELIANCE		CHILD CARE	EFFECTIVE EDUCATION
Creative Bureaucratic Forms	Practical Economic Planning	Conserving Natural Resources	Children's Daytime Centers	More Primary and Secondary Schools
Municipal Leadership Training		Increasing Farm Production		Additional Universities
Adequate Housing Construction	Service Taxes Adjustment	Revising Distribution Means	Assisting Abandoned Children	Creating Necessary Technical Schools
Public Health Services		Initiating Agriculture Cooperatives		Upgrading Teacher Training

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MANDATES FOR HUMAN DEVELOPMENT IN THE EIGHTIES

Human Development in the 80's requires

1. Establishing Community Programs through

- 1. Creative Bureaucratic Forms to encompass the comprehension by local government offices of the needs of local communities. 43 M
- 2. Municipal Leadership Training to develop skills competency in municipal agencies and local communities. 06 M
- 3. Adequate Housing Construction to provide beneficial residential facilities for needy citizens. 46 M
- 4. Public Health Services to advance health care programs toward immediate care of the elders and the young of the society. 48 M

2. Building National Self-reliance through

- 1. Practical Economic Planning to ensure a stable development of all dimensions of the economy in the midst of the current inflation and to diminish trade imbalances. 27 M
- 2. Service Taxes Adjustment to require surcharges be paid for fire protection and water services only when actually provided. 49 M

3. Increasing Resource Utilization through

- 1. Conserving Natural Resources to end destruction of natural resources like land and water. 26 M
- 2. Increasing Farm Production to expand the food stuffs, and animal and plant products available in Brazil. 20 M
- 3. Revising Distribution Means to equalize the available goods and services. 27 M
- 4. Initiating Agriculture Cooperatives to increase marketing and production capacities. 24 M

4. Broadening Child Care through

- 1. Childrens' Daytime Centers to assure safe, sanitary places for children of working mothers. 64 M
- 2. Assisting Abandoned Children to raise children whose parents have refused this responsibility. 64 M

5. Delivering Effective Education through

- 1. More Primary and Secondary Schools to assure access of basic skills for most children. 55 M
- 2. Additional Universities to create placement possibilities for more students. 57 M
- 3. Creating Necessary Technical Schools to provide technically trained employees for agriculture and industry. 56 M
- 4. Upgrading Teacher Training to accelerate the capacity of faculties to transfer wisdom. 60 M

PART TWO

THE FIELD RESEARCH

From 26 April through 1 May, teams traveled in Rio de Janeiro, Espirito Santo, and Minas Gerais States doing field research. Fourteen people working in Bananeiras, Belo Horizonte, Campos, Duque De Caxias, Juiz de Fora, Macãe, Nova Iguaçu, Rio Bonito, Rio de Janeiro, Rocha Leão, Vila Velha, and Vitória visited 124 people in these twelve towns and cities. In addition, some 360 people attended speaking engagements. Sixty-six percent of those interviewed were under 40 years old, 34% were over forty. Fifty-eight percent of those interviewed were male, 42% female. Twenty-one percent of those interviewed represented the public sector, 28% the private, 31% the voluntary and 20% the local. Twenty-six different professions were represented by those interviewed.

The field research was accomplished by four teams of people traveling extensively across the region and intensively around Rio Bonito to look at the work of the Symposium in light of what is actually happening in the region. By visiting people in urban and rural areas, the teams found practical illustrations of the issues and mandates. Interviews with local residents, businessmen, government employees, church people and others provided a broad perspective for discerning new directions and necessary tasks across this region. Other concerned individuals to whom the teams were referred were contacted about similar issues and/or mandates and provided wider access to various other networks in the region. Speaking engagements followed by group conversations provided an opportunity to report the Symposium work and to distill research into brief reports of future directions in the region. The teams operated in six geographic sub-divisions:

Rio de Janeiro--the city itself
Niterói--Rio state north of Rio de Janeiro
Nova Iguaçu--Rio state south of Rio de Janeiro
Vitória--the state of Espirito Santo
Belo Horizonte--northern part of Minas Gerais
Juiz de Fora--southern part of Minas Gerais

The field teams reported 26 distinct advantages for human development which could provide a basis from which the region can deal with its mandates. These advantages fell into seven arenas:

1. An eagerness on the part of youth to participate in community activities.
2. A willingness among businessmen to assume more social responsibility for their communities.

3. An openness by government agencies to seek more effective ways to deliver their services.

4. A readiness of community people to create local consensus and take responsibility for finding new solutions to their problems.

5. A strong sense that meaningful change will require on-going community structures.

6. A belief that effective education is a key to local and national growth.

7. A positiveness in outlook toward human development as a residue of the ICA work in Community Forums and the Bananeiras Project.

These advantages suggested to the research teams the possible future directions as follows:

1. In the next four years, the task of those concerned with doing human development is to promote a new awareness of the community's capacity to solve its own problems and to see the depth of its own heritage. This could happen through community forums and cultural events.

2. In the next four years, the task of those concerned with doing human development is to make a major shift in the quality and quantity of education. This would include both skills training and methods training. This could happen through teacher and leadership training sessions, through teaching study and learning skills, and through planning seminars.

3. In the next four years, the task of those concerned with doing human development is to organize, train and sustain community groups and community coordination. This could happen through systematic community citizen input into the services provided by the public, private, and voluntary sectors and through training in planning methods.

4. In the next four years, the task of those concerned with doing human development is to increase the number of jobs and to adjust the relationship between wages and the cost of basic living necessities. This could be effected through new industries, expanded options for women's engagement and increasing the employable skills of large numbers of citizens.

PART THREE
THE REGIONAL ASSEMBLY

On 2 May 1981, thirty-five people gathered for the third part of the Conference, the Regional Assembly held in Rio Bonito. Those who participated in the Symposium and the Field Research were joined by those attending this event to interpret the findings of the Field Research teams in the light of the issues and mandates of the Symposium. The Assembly participants stated the principle directions for human development as they saw them and created practical contexts for imaging human development over the next several years.

The work of the Assembly involved a contextual statement of the task of human development, hearing reports from each of the four field research teams, and reflecting on implications for the future. Firstly, the Assembly created a list of actions required across the region and around Rio Bonito as discerned from the field research. These actions were organized into eight principle components for doing human development. Secondly, the Assembly participants identified the kinds of actions and first steps which might be helpful in phasing the next four stages of human development. The recommendations of the Assembly are held in the principle components chart and paragraphs, and in the paragraphs describing the projected phases. These decisions may be applied in whatever way is most appropriate, by anyone across the region and in the municipality of Rio Bonito.

PRINCIPLE COMPONENTS FOR ACTION
OF THOSE CATALYZING HUMAN DEVELOPMENT

<p>^B AWARENESS</p>	<p>^B LOCAL COMMUNITY</p>	<p>^B DEMONSTRATIONS</p>
<p>¹ ^A Publicizing Human Development</p>	<p>³ ^A Forming Community Groups</p>	<p>⁷ ^A Visualizing Essential Services</p>
	<p>⁴ ^A Expanding Individual Involvement</p>	
<p>² ^A Training Broader Leadership</p>	<p>⁵ ^A Using Educational Space Effectively</p>	<p>⁸ ^A Visualizing Education Programs</p>
	<p>⁶ ^A Offering Community Forums</p>	

THE PRINCIPLE COMPONENTS

The participants in the Assembly recommended the following directions:

- Take conf. titles from chart*
1. That ^A Human Development be Publicized ^C toward broadening awareness of the activities required of local people. This would involve:
 - ^D - Providing background information for people in public relations and media.
 - Producing audio and visual materials about human development activities.

*Δ-52
st-h*
 2. That Broader Groups of Leadership be Trained ^C toward enabling larger numbers to assume responsibility for human development efforts. This would involve:
 - Scheduling training meetings for local community leaders.
 - ^D - Holding introductory courses in comprehensive human development for current leadership.
 - Organizing problem-solving methods sessions through community leaders, teachers and church people.

*Δ-53
st-F*
 3. That Community Groups be Formed ^C toward establishing avenues for responsible action. This would involve:
 - ^D - Establishing youth and children's groups to enhance their education through service projects in their communities.
 - Initiating a community association within the region that would establish a community fund for underwriting urgent community necessities.

*Δ-71
st-F*
 4. That Individual Involvement be Expanded ^C toward staffing the critical training, coordination and engagement schemes required to do human development. This would involve:
 - ^D - Finding volunteers to teach literacy and handicrafts to adults.
 - Choosing multi-sector coordination teams to ensure comprehensive human development activities.
 - Recruiting community participation for local activities.

*Δ-53
st-F*
 5. That Education Space be Used Broadly ^C toward expanding the cultural and education opportunities in local communities. This would involve:
 - Providing recreation options such as films and games in specific schools on weekends.
 - ^D - Starting a cultural community center in a school.
 - Scheduling inter-municipal recreation and educational activities in neighboring municipalities.

*Δ-60
st-h*

6. That Community Forums be Offered toward expanding consensus-making capacity, participation and awareness in towns, neighborhoods and villages.

This would involve:

- Organizing community forum events in schools and other places in the community.
- Regularizing community meetings in places where the awareness and capacity to do human development has been established.

7. That Essential Services be Made Visible toward demonstrating the power of effective human development efforts to those who are interested.

This would involve:

- Planning sessions in rural settings with agricultural workers and small business people to select the appropriate demonstrations.
- Researching alternative energy industrial sites like hydro-electric plants to call forth a sign of possibility in the midst of the increasing cost of petro-based energy sources.

8. That Education Programs be Made Visible toward demonstrating the quality of education required to do human development. This would involve:

Teaching learning skills to increase the ability of the non-formally educated to comprehend information.

- Improving classroom conditions through space refurbishment and broadening supervision capacity.
- Opening day care centers that provide a learning environment that gives children an educational headstart.

PROJECTION BY PHASES OF THE PRINCIPLE COMPONENTS

I. The initiating image of the first phase is that of awakening citizens of this region to the avenues of doing human development. This may involve community forums, conversations, courses, community meetings, group training and planning sessions.

II. The second phase is symbolized by a ship of hope. This may involve further training specific groups in methods skills, the continual engagement with pioneering demonstration projects, specific activities around Rio Bonito, planning events, and initiating recreational opportunities.

III. The imaginal picture of the third phase of human development is making a visible effort. This may involve doing training in employable skills, more communities involved in human development, exchanging learnings between communities, and collaborative planning of public and private agencies within specific communities.

IV. The concluding poetry of the fourth phase is continuing to walk on the way. This may involve establishing additional educational facilities, advanced employable skills training, broadening leadership skills, and the transition of the accomplishments into a large number of communities.

These four phases are poetic ways of suggesting that local communities can turn from a story of being individuals whose community is losing its population or is being encroached upon by an urban center, to people establishing an authentic community life and participating in human development.

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