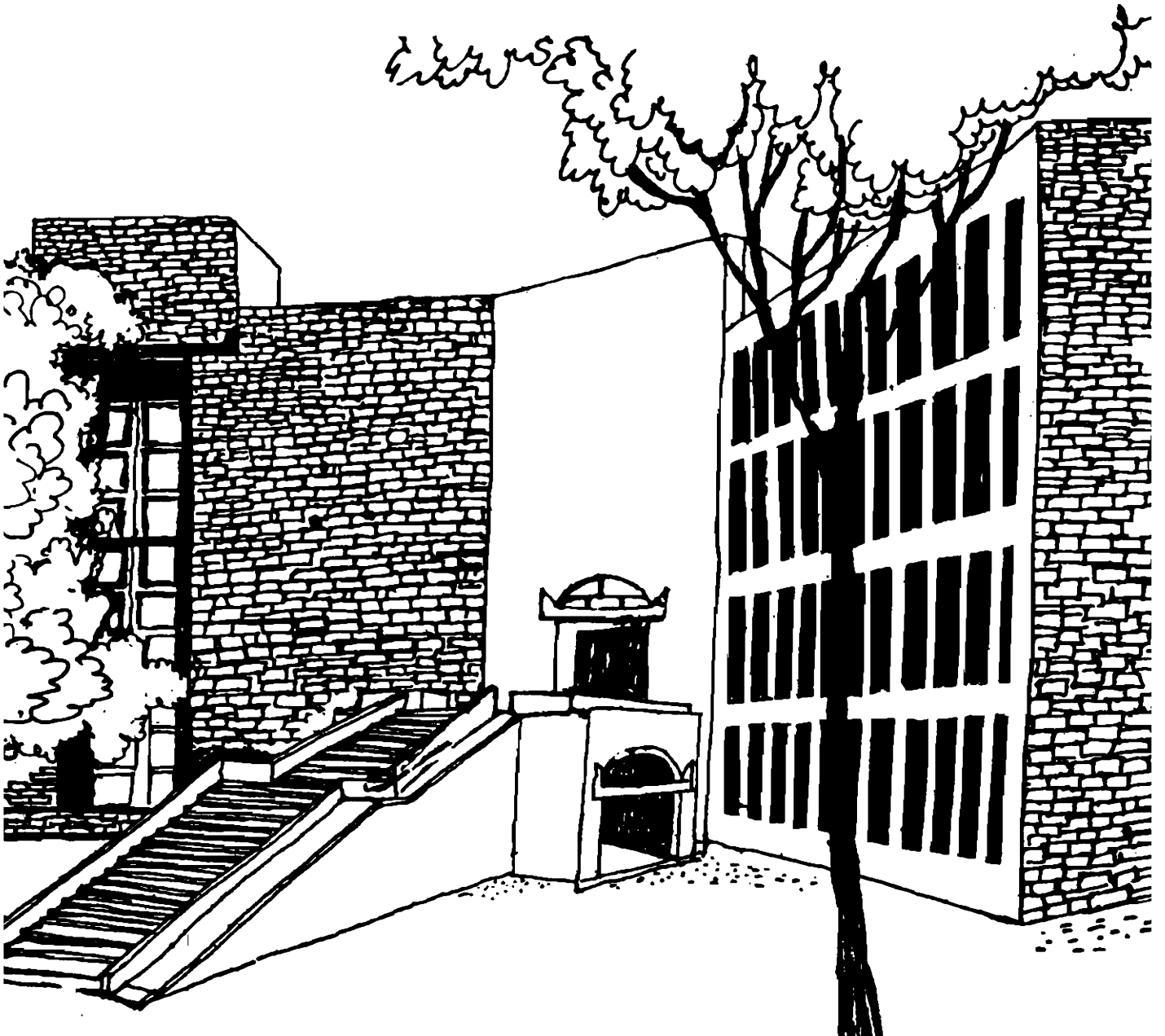




Working Paper



**HUMAN DEVELOPMENT: 1993 -
WHERE DO WE GO FROM HERE?**

By

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Human Development - 1993 Where Do We Go From Here?

Abstract

The UNDP Human Development Report of 1993 ranks India 134 out of a total of 173 countries. This raises serious questions about India's human development policies and procedures. This paper attempts to examine India's position in relation to other Asian countries on different dimensions of human development. Particularly literacy, life expectancy, science and technological capabilities, women's development are included in this comparison. On the basis of an examination of the experiences of other countries a number of strategies are drawn. The strategies drawn here are based on a survey of literature carried out by the author at the Institute of Development Studies, University of Sussex, England and supported by the Commonwealth Secretariat, London.

Human Development-1993: Where Do We Go From Here ?

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1. Introduction

The Human Development Report of 1993 was released recently in India by the United Nations Development Programme (UNDP). This fourth report ranked India 134 out of a total of 173 countries on its popular and controversial Human Development Index (HDI). This rank suggests that India, the second most populous country in the world is lower than 133 countries in the world in terms of its human development. The fact that India scores better than 39 other countries is no solace when 77% of the countries have better developed human resources than us. Even among the SAARC countries it ranks third with Sri Lanka scoring far above us and Pakistan scoring second rank. When compared with 20 of the East and South-East Asian countries the performance is even worse with eighteen of the twenty countries having better HDI than India. India's position has not improved in the last four years since the Human Development Report started appearing and seem to have become worse. In 1990 71% of the countries had better HDI than India, in 1992 India 76% of the countries had better HDI than India.

What has gone wrong? Are there some lessons that can be learnt from other countries? Where do we go from here? These are some of the issues discussed in this paper. First an attempt is made to discuss the Human Development, its indicators and their significance.

2. Concept of Human Development

Contributions to the concept of Human Development came from different agents and agencies in the last four decades. In early fifties and sixties from the Economists and Social Psychologists; in seventies from the Management Professionals and particularly those in the Organisational Behaviour and Training fields; in eighties from the World bank and others through poverty alleviation approaches; and in the nineties from UNDP and other Un Agencies.

Early Approaches : In economic terms human development in early years (Fifties and Sixties) was equated with human capital formation. Human capital consists of various activities. Schultz analyzed five areas relating to health, on-the-job training, formal education, adult literacy programmes and migration. One may add to this nutritional status [Shultz, 1961]. He observed in 1961 "Although it is obvious that people acquire useful skills and knowledge, it is not obvious that these skills and knowledge are a form of capital, that this capital is in substantial part, a product of deliberate investment, that it has grown in Western Society at a much faster rate than conventional (non-human) capital, and that its growth may well be the most distinctive feature of the economic system. It has been widely observed that increases in national output have been large compared with increases of land, man-hours, and physical reproducible capital. Investment in human capital is probably in major explanation for this difference."

Schultz further observed that much of what we call consumption constitutes investment in human capital and direct expenditures on education, health and internal migration to take advantage of better job opportunities are clear examples. Schultz felt that although economists have long known that

people are an important part of the wealth of nations, they shied away from investments in man. "The mere thought of investments in human beings is offensive to some among us. Our values and beliefs inhibit us from looking upon human beings as capital goods, except in slavery, and this we abhor. We are not unaffected by the long struggle to rid society of indentured service and to evolve political and legal institutions to keep men free from bondage. These are achievements that we prize highly. Hence, to treat human beings as wealth that can be augmented by investments runs counter to deeply held values. It seems to reduce man once again to a mere material component, to something akin to property. And for man to look upon himself as a capital good, even if it did not impair his freedom, may seem to debase him. No less a person than J.S. Mill at one time insisted that the people of a country should not be looked upon as wealth because wealth existed only for the sake of people. But surely Mill was wrong; there is nothing in the concept of human wealth contrary to his idea that it exists only for the advantage of people. By investing in themselves, people can enlarge the range of choice available to them. It is one way free men can enhance their welfare."

In this seminal paper published in 1961, Schultz presented several inferences supporting the linkage between economic growth and human capital. He argued that large differences in earnings between whites and blacks working on comparable activities, between those in South and North or West etc., are reflections of differences in education and health. For example, he argued that most migratory farm workers earn very little as compared to others and they have virtually no schooling, are poor in health, unskilled and have little ability to do useful work. Presenting such examples, Schultz convincingly brought out the importance of investing in human capital over three decades ago.

An explanation offered by Schultz in his paper about the limitations of capital investments made available to poor countries is particularly noteworthy. "The new capital available to these countries from outside as a rule goes into the formation of structural equipment and sometimes also into inventories. But it is generally not available for additional investments in man. Consequently, human capabilities do not stay abreast of physical capital, and they do become limiting factors in economic growth."

On the basis of his analysis Schultz has also drawn a few policy implications which seem to be valid even today over thirty years after his article appeared.

1. Tax laws everywhere discriminate human capital - that it depreciates, becomes obsolete, entails maintenance etc., are ignored.
2. Human capital deteriorates when it is idle because unemployment impairs the skills that workers have acquired.
3. Discrimination (social, religious etc.) hinders the development of human capital.
4. Long-term private and public loans to students are warranted (banking and tax laws to change).

5. Investments in health and education will help reducing low earnings in future.
6. Assistance to under-developed countries should have a balanced focus on human capital formation.

Schultz concludes, " Truly, the most distinctive feature of our economic system is the growth in human capital. Without it there would be only hard, manual work and poverty except for those who have income from poverty". (p.16).

Social Psychological Approach: David McClelland in his book "The Achieving Society" published in 1961 examined the factors contributing economic development of various countries in the early twentieth century and even in the ancient history. Based on his analysis of children's stories and other popular literature of these countries he concluded that countries that have advanced economically showed evidence of achievement motivation (a concern to achieve something of excellence, uniqueness or something different than before and to do better than before) in their language and culture. His analysis suggested that the way the children are socialised, the nature of language used and the way their thinking is influenced through stories told to them and the socialisation process determine whether they will undertake entrepreneurial activities and contribute to economic achievement. [McClelland, 1961].

On the basis of his analysis of various psychological, sociological, anthropological and other social science studies he recommends to those involved in development:

"Pay attention to the effects that your plans will have on the values, motives and attitudes of people because *in the long run* it is these factors that will determine whether the plans are successful in speeding economic development."

Poverty Alleviation Approach: The main thrust of the World Development Report by the World Bank in 1980 was poverty alleviation through "Human Development". Acknowledging the improvements that have taken place in some countries in terms of education, literacy, life expectancy, the report also pointed out the gaps in these areas world wide and adopted the view that investments in human development is necessary to help the poor to help themselves.

Commenting on Human Resources the World Development Report, 1980 observed: "It has long been recognised that the qualities of a nation's people have an important influence on its prosperity and growth. This is not simply because better labour adds to output in the passive way that, say, more fertilizer or better machinery does. It is also because human beings are the source of ideas, decisions and actions on investment, innovation and other opportunities. Technical, scientific and professional skills are clearly essential to producing many modern goods and services. Entrepreneurial and administrative abilities are vital in both public and private sectors." (p.37)

The World Development Report, 1980 identified the following four factors as important in implementing the human development programmes:

1. Political support - critical to ensure human development programmes reach the poor and also explains the failure of some of them.
2. Financial support - as shortage of funds is a binding constraint and methods to reduce unit costs and raise revenues play an important role.
3. Administration - for ensuring programme effectiveness and institutional support.
4. Demand - the way individuals respond to services is crucial to improving health, hygiene and nutrition etc.

The Report also suggested mechanisms of finding resources for human development programmes. These include - improving administrative efficiencies, finding low cost programmes, generating or mobilising local resources through involvement of users, taxation and the like.

The importance of human development is stressed again in the 1981 World Development Report. In both these reports the stress had been on education particularly primary education, health, nutrition, population control and their inter-linkages. The importance of food and agriculture and their role in poverty alleviation were further highlighted in the 1981 report.

These three approaches point out three important dimensions of Human Resources Development. Human capital approach establishes the importance of human competencies and their role in economic development. Human beings have resources and these are their knowledge and skills which could be put to productive use. They can be developed and multiplied. Their multiplication adds to the nation's riches. The social psychological approach deals with the methodology of multiplying these resources and brings out the importance of motivation, attitudes and values as important variables in development. It also highlights the role played by the individual, family and the society in developing these motives and personality - the achieving personality that puts one's competencies to use. The Poverty alleviation approach while recognising the importance of human capital formation through education, health and such other programmes suggests state interventions needed to develop people and alleviate or reduce poverty.

Organisational Behaviour and Management Approach: This approach limited to organisational settings focussed on the importance of developing human resources in organisational settings for better organisational performance. Skill development, personnel policies, training programmes, quality improvement and team building interventions, development oriented performance appraisal systems, culture building exercises and the like were emphasised in developing human resources. HRD was promoted as a an important and distinct function in organisations and separate departments were established to look after the development of employees.

UNICEF Studies on Adjustment with Human Face

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The consequences of neglecting human resources development in national development plans and programmes were first pointed out through a UNICEF study of ten countries that have undergone structural adjustment programmes. These studies by Comia, Jolly and Stewart on the impact of adjustment programmes on education, health, nutrition and other dimensions of human development particularly with reference to children drew the attention of various agencies and governments all over the world to the consequences of neglecting HRD in structural adjustment programmes. These studies in a way laid foundations for renewed attention to HRD. Although they studied ten countries more intensely they drew their conclusions from a number of other countries that have undertaken adjustment programmes.

From their study they observed that the world wide recession and economic changes during 1980s had an adverse effect on the health, nutrition and educational status of children. "Deterioration in Child Welfare has been documented in at least 8 countries in Latin America, 16 in sub-Saharan Africa, 3 in North Africa and the Middle East and 4 in South and East Asia. In many more countries, social progress has been negligible or slowed considerably. Nutrition and education seem to be the area where deterioration is most evident and pronounced, an alarming sign in view of the permanent damage caused by malnutrition at an early age, and in view of the negative long-term implications of declining literacy. The mental and physical capacity of the future labour force is thus being undermined. With continuing poor economic performance and further declines in child welfare, it will become increasingly difficult and costly to offset the accumulated damage, especially in nutrition, education and social infrastructure and to resume improvements according to the previous trend (p.287-288)."[Comia, Jolly and Stewart, 1987].

Comia, Jolly and Stewart (1987) observed that between 1960 and 1985 on an average about 47 countries undertook adjustment programmes with IMF but most of these did not reverse the adverse development conditions of children, nor did they lead to resumed economic growth. They traced this to four major features of the traditional approach to adjustment: (a) short-term horizon, (b) insufficient finance, (c) predominance of macro-economics as opposed to sectoral and targeted policies directed towards supporting groups and sectors particularly in need, and (d) the lack of explicit consideration, in most cases, of the effects of such programmes on income distribution on the incidence of poverty, or on the nutritional and health status of particular groups.

From the experience of 10 countries [viz. Botswana, Sao Paulo (Brazil), Chile, Ghana, Jamaica, Peru, Philippines, South Korea, Sri Lanka and Zimbabwe] they drew the following lessons:

1. Adjustment is necessary;
2. Growth is necessary, but growth-oriented adjustment is not enough;
3. The most vulnerable can be protected during adjustment, even in the absence of economic growth, by the adoption of targeted programme. However, there are limits to what this approach can achieve over the medium run when growth becomes essential;

4. There are successful experiences of alternative approaches; and
5. A strategy that protects the vulnerable during adjustment not only raises human welfare but is also economically efficient.

They presented an approach to adjustment which they titled as the adjustment with a human face. The elements of the approach they outlined include:

1. More expansionary macro-economic policies, aiming at sustaining levels of output, investment, and human need satisfaction over the adjustment period;
2. The use of meso-policies within any given frame of macro-approach and to secure the priority use of resources to fulfil the needs of the vulnerable;
3. Improving the equity and efficiency of the social sector restructuring within the productive sector by restructuring public expenditure both between and within sectors by improving the targeting of interventions and their cost-effectiveness;
4. Compensatory programmes to protect the basic health and nutrition of the low-income during adjustment before growth resumption enables them to meet their minimum need independently;
5. Sectoral policies aiming at restructuring within the productive sector to strengthen employment and income generating activities and raise productivity in low-income activities focusing in particular on small farmers and informal sectors producers in industry and services; and
6. Monitoring of the human situation especially those of living standards, health and nutrition of low-income groups during the adjustment process.

While these suggestions have been made with reference to those countries undergoing adjustment programmes, these provide useful guidelines for development planning in any developing country that runs the risk of neglecting HRD.

Current Approaches of International Agencies: A number of UN agencies have emphasised the importance of HRD and also given their approaches and definitions. Some of them have suggested policies and programmes drawn with the help of member governments.

UNESCAP and Jakarta Plan of Action: The UNESCAP has deliberated about the theme of Human Resources Development in three of its sessions in 1986, 87 and 88 and finally evolved a plan of action which was subsequently known as the Jakarta Plan of Action (JPA). The Jakarta Plan of Action (JPA) identified three priority areas of Human Resources Development for attention in the immediate future. These include:

1. Employment and Manpower Development
2. Science and Technology
3. Quality of Life.

In relation to employment and manpower development, the JPA envisaged higher unemployment rates due to population growth, changing technologies and labour market. JPA envisaged a strategy of creating broad-based productive capabilities and entrepreneurial skills to take advantage of emerging economic opportunities. In relation to science and technology, the JPA draws attention to the need for preparing people to understand, adapt, use and contribute to the advances in science and technology. In relation to quality of life, the JPA envisaged that the quality of life of the disadvantaged groups to be raised through education, health, population and environment improvement programmes.

The JPA also suggested that the disadvantaged section of the society should form as special target groups for HRD effort.

Proposal for Action: The JPA has made 106 proposals for action by countries. Some of the important proposals include:

1. HRD to be given priority in overall development planning.
2. Establishment of policy and planning bodies for HRD at high level in each country.
3. Making special provisions in budgets for HRD.
4. Measures of inter-ministerial and interdepartmental cooperation to ensure integrated HRD.
5. Activities to encourage popular participation in planning, implementing, monitoring and evaluating HRD programmes.
6. Mobilising private sector NGO involvement in experimenting and implementing HRD plans.
7. Identification and paying special attention to disadvantaged groups in HRD plans.
8. Policies, plans and programmes to focus on employment/self-employment generation activities.
9. The potential of informal sector to be recognised and utilised in HRD plans.
10. Measures of utilising science and technology for HRD.
11. National focal points to be established in each country to coordinate HRD activities.

United Nations - CDP Report, 1988: The United Nations Committee for Development Planning (UNCDP) recognising that about 39% of the population in developing countries was less than 15 years old underlined the importance of concentrating on enhancing the capabilities of the young. They suggested that the public expenditures on human development must keep pace with the growing number of young persons. The UNCDP pointed out the policy choices that governments can make in times of economic crisis. These may include:

- a) a cut-back in the quantity of services provided (e.g. by curtailing the volume of food distributed through public channels such as food-for-work programmes or rations),
- b) a deterioration in the quality of services provided - e.g. by allowing teacher/pupil ratios to fall sharply or because of foreign exchange shortages by reducing expenditure on school text books,
- c) reducing inefficiency within the public service - e.g. by eliminating wasteful use of construction material or by inviting suppliers to tender bids,
- d) an improvement in targeting to favour the poor - e.g. by switching health expenditure from large urban hospitals to rural clinics or by reallocating educational expenditure from university to primary education.
- e) Greater cost recovery of publicly provided services - e.g. by introducing tuition fee for university studies (combined with scholarships for the poor) or by charging for certain types of medical care.

They maintained that the objectives of policy during period of structural adjustment should be to safeguard human development programmes whenever possible and, if curtailment of public expenditure is unavoidable, to ensure that the burden of adjustment are borne by those most able to do so. " In many third world countries the opposite has occurred. Human development programmes have been savagely cut and the brunt of adjustment has fallen on the poor. This has weakened long-run prospects for development while increasing inequality and poverty. It would instead have been much better to restructuring human development programmes, to reduce inefficiency, to improve targeting and, where necessary in order to maintain the existing level of services, to introduce discriminatory user charges" [UNCDP, 1988], (p29).

The UNCDP treats Human Resource Development as the process of enhancing human capabilities. They recognise education, health and nutrition to play an important role in developing human capabilities. The Committee also recognises that enhancing basic capabilities of people as essential to accelerating the pace of economic growth.

The UNCDP also identified in 1988 the following categories of programmes as deserving attention as a part of human resource development programmes:

1. Education and Training
2. Health Services, Water Supply and Sanitation
3. Food Security and Nutrition

In selecting these programmes the Committee recognised the linkage between education of young women, birth rate, population growth, health and nutrition. Better health and improved ability of children were also recognised. They emphasised that special attention be paid to women and the poor.

UNDP - Human Development Reports: Recognising that the economic crisis of the 80s has in many countries stalled or even reversed the earlier progress in human development, the UNDP brought out the first Human Development Report in 1990. The report addressed as its main issue the question of how economic growth translates or fails to translate in to human development. The first report brought out in 1990 defined human development as a "process of enlarging people's choices". The report emphasised both the formation and use of human capabilities through investments on people.

The report introduced a new Human Development Index (HDI) based on a combination of life expectancy, adult literacy, and basic purchasing power. The report ranked 130 countries on HDI. The first report also highlighted that there is no automatic link between economic growth and human development. Some countries have successfully orchestrated their economic growth into human progress whereas others have not.[UNDP, HDR, 1990].

The second Human Development Report published in 1991 further refined the concept and measurement of human development index and ranked 160 countries. The 1991 report recognised the following essential components of Human Development.

- a) Development of the people, which includes investment in education, health, nutrition and social well-being of people;
- b) Development by the people, which implies full participatory development; and
- c) Development for the people, which must specify everyone's needs and provide income and employment opportunities for all.

The UNDP Report, HDR-91 suggests that HRD is "about the sensible reallocation of resources to *serve humanity better* by involving as many people as possible in the creative use of those resources rather than a few vested interests. It is about participatory development where people are placed at the centre of all decision making" [UNDP, HDR 1991].

The second report takes the position that the lack of political will rather than finance is the real cause of neglect of HRD. Restructuring of national budgets and international aid in favour of HRD is propagated in this report.

The concept of human development introduced in the first Human Development Report (1990) established that the basic objective of human development is to enlarge the range of people's choices to make development more democratic and participatory. These choices should include access to income and employment opportunities, education and health, and a clear and safe physical environment. Each individual should also have the opportunity to participate fully in community decisions to enjoy human, economic and political freedoms.(HDR-1991, p.1)

"Human development requires economic growth for without it, no sustained improvement in human well-being is possible. But while economic growth is necessary for human development, it is not enough. Economic growth rates do not automatically translate into higher levels of human development. And firm policy action is required to forge a closer link between economic growth and human development." (HDR-1991). "Just as economic growth is necessary for human development, human development is critical to economic growth. This two-way link must be at the heart of any enlightened policy action" [UNDP, HDR, 1991].

Human Development Report, 1992 (HDR-92): Based on the assumption that the world today provides a unique opportunity in the 90s to use global markets for the benefit of all nations and all people, the Human Development Report 92 looked at the working of global markets and how they can meet the needs of the poor. The report argued that "competitive markets are the best guarantee for efficient production. But these markets must be open to all people, they require a skilfully crafted regulatory framework, and they must be supplemented by judicious social policy action". The report analysed global markets from a human perspective. "Markets may be impressive economically or technically. But they are of little value if they do not serve human development. Markets are the means. Human development is the end". (p. 1)

The HDR-92 also explored human development by considering the interaction between people and their environment. "If the objective of development is to improve people's choices, it must do so not only for the current generation but also for future generations. In other words development must be sustainable". (p. 2)

Based on the analysis of data the HDR-92 presents the following five major conclusions:

1. Economic growth does not automatically improve people's lives, either within nations or internationally.
2. Rich and poor countries compete in the global market-place as unequal partners. If developing countries are to compete on a more equal footing, they will require massive investments in human capital and technological development. If developing countries are to compete on a more equal footing, they will require massive investments in human capital and technological development. Countries that have more educated and that have more highly skilled work-forces - as well as investment climates that are politically and economically more stable tend to offer better returns foreign investors. While 83% of direct foreign investment goes to industrial

countries, 68% of the annual flow to developing countries went to just nine countries in Latin America, East and South-east Asia that offered better returns due to their relatively advanced manpower skills , technology and investment climate. Even nationals of developing countries invest their funds in industrial countries, adding to the seemingly perverse flow of funds from the poor countries to rich.[UNDP, 1992] (p. 5)."...the developing countries must go beyond basic concerns of human survival and invest heavily in all levels of human capital formation-particularly in technological and managerial skills. Unless developing countries acquire greater control over the expanding "knowledge industry", they will languish forever in the backwaters of low value added production" (p.5). Several countries, industrial and developing have shown just what can be achieved by clear strategies of human capital formation and market penetration. The industrial "tigers" of East and South-East Asia _including the Republic of Korea, Thailand, and Malaysia- are leapfrogging several decades of development.

3. Global markets do not operate freely. This, together with the unequal partnerships, costs the developing countries \$500 billion a year - 10 times what they receive in foreign assistance.
4. The world community needs policies in place to provide a social safety net for poor nations and poor people.
5. Industrial and developing countries have the opportunity to design a new global compact and to ensure sustainable human development for all in a peaceful world.

Some of the other concerns expressed by HDR-92 are:

"Human development is concerned both with developing human capabilities *and* with using them productively. The former requires investment in people, the latter i.e. people contribute to GNP gross and employment. Both sides of the equation and essential". (p.2)

"Another misconception is that human development is primarily sectoral-concerned with investments in education, health and other social services. This is incorrect. Development of people is certainly vital, but it is only one part of the picture. Human development also means development *for* people, including the creation of economic opportunities for all. And it means development *by* people, requiring participatory approaches. Human development encompasses all three aspects, not just one." (p. 2)

"Yet another misunderstanding is that human development strategies are valid only for the poorest societies, with the primary goal of satisfying basic needs. It is true that human needs and goals are at the centre of such strategy. But these goals can range from the most basic ones of human survival to the most advanced human agenda of science and technology. People's choices take centre stage, but the choices differ at different stages of development."

"Human development is thus a broad and comprehensive concept. It covers all human choices in all societies at all stages of development. It broadens the development dialogue from a discussion of mere means (GNP growth) to a discussion of the ultimate ends. It is as concerned with the generation of economic growth as with its distribution, as concerned with basic needs as with the entire spectrum of human aspirations, as concerned with the human dilemmas of the North as with the human deprivation in the South. The concept of human development does not start with any pre-determined model. It draws its inspiration from the long-term goals of a society. It weaves development around people, not people around development." [UNDP,HDR 1992],(p.2).

World Development Reports : The world development report of the World Bank in 1990 once again reiterated that the efforts to reduce poverty are unlikely to succeed in the long run unless there is greater investment in the human capital of the poor. The report pointed out that improvements in health, education, and nutrition reinforce each other.

Drawing lessons from the past the report suggested that ".. governments in cooperation with the international community, must make a long-term commitment to improving the social infrastructure that serves the poor. The key elements of such commitment are clear. First, provide the basic services that the poor need the most. Second, make the existing services more effective. With these principles as the guide, equity and efficiency can go hand in hand. Improving the quality of life of the poor will then become an achievable goal—and the progress made in the past can stand as a sign of what can be done in the future." [World Bank. WDR, 1990]. (p89).

The 1991 report further reinforced what has been stated in the 90 report and presented more evidence on the economic benefits of investing on people. While recognising that the human development strategies may have to vary from country to country depending on the respective country situation, the report identified the following common goals of human development for the developing countries: slowing the population growth, improving health and nutrition, building technical capability and reducing poverty. The chapter on investing on people concludes.. " Governments need to make a clear commitment to this task, and put it among their highest priorities. The evidence shows that investing heavily in people makes sense not just in human terms, but also in hard-headed economic terms" (P69). The report recognised the complexities involved in human development and suggested that it has heavy political dimensions, involves a vast array of providers and beneficiaries, demands a high recurrent/capital expenditure ratio, and requires a long gestation period. Strategies, therefore, can be neither purely technical nor quick fixes. In this context, no country can escape the need to make long-term commitments and though strategic national and sectoral decisions regarding human resource development.

South Commission: The development of human resources was also emphasised by the South Commission. The Commission favours a broader view of development, one that is people centred. "For a nation is its people. Development has therefore, to be an effort of, by, and for the people. True development is to be people-centred. It has to be directed at the fulfilment of human potential

and the improvement of the social and economic well-being of the people. And it has to be designed to secure what the people themselves perceive to be their social and economic interests". [South Commission, 1990],(p.11).

The South Commission also stressed on scientific and technological development, provision of health, education, drinking water, sanitation and other social services to all with special emphasis on the development of women in their report.

3. Indicators of Human Development

Human Development at national level is indicated essentially by the quality of its people and the living standards created by them using their capabilities. We can say that a nation has highly developed human resources if its people tend to live longer, have high skill base to use their skills for the benefit of each other (and create a high standard of living). The statistical indicators often used to measure the level of human development include: longevity measured in terms of life expectancy; accessories for longevity or variables of healthy living including safe drinking water, sanitation, availability of primary health care and nutrition; competencies measured in terms of educational attainment measured in terms of literacy rates and mean years of schooling; purchasing power measured in terms of per capita GNP; extent of gender, rural-urban and rich-poor disparities; employment or unemployment rates; and proportion of high level technical manpower measured in terms of scientists and technicians per thousand population.

Human Development Index: In each of the reports UNDP presents ranking of all countries using the HDI. The HDI is calculated using life expectancy, literacy and mean years of schooling and per capita GDP as its components. The various recommendations of the report are expected to improve the HDI. However the way HDI is calculated it is sensitive to the relative standing of the countries but not to absolute improvements in a given country. This is because all the values are calculated relative to the world maximum and the minimum on each variable (life expectancy, literacy and GDP) rather than on any absolute levels. While the variables chosen are reasonably good indicators of quality of life of people they are insensitive to population parameters as the HDI of several countries with as small as 0.1 million population is compared to those like China and India which may contain several pockets of high HDI regions. The magnitude of technological talent and other indicators in terms of magnitude get submerged or ignored in the variables chosen. All the same as the intention of the HDI is to draw attention of governments to the magnitude of the human development tasks before them and to focus on equity considerations the HDI serves the purpose well.

4. Why is Human Development so Important?

In spite of the methodological difficulties in establishing correlations between HRD and economic development, the available evidence indicates that the HRD and economic development variables are interrelated. Studies from both the developed and developing countries indicate that variations in per capita GNP are attributable to differences in human resources variables.

For example primary education is associated with increased productivity of farmers and labour force through better use of technology. Good health and nutrition have been found to increase labour productivity. Education was found to increase the efficiency of people through acquisition and consumption of information which in turn affects economic activity. None of the presently rich industrialised countries achieved economic growth before attaining universal primary education. Employment is related to economic growth and skill availability is related to employment through employability. High level technical manpower helps countries to participate in the benefits of technological progress and the middle level technical manpower is essential for economic development.

It is widely recognised that the link between economic growth and human poverty is not automatic and effective policy management is needed to balance the two.

The importance of Human Development is well recognised all over the world. All international agencies and national governments are involved in some form or the other in promoting the development of their people through some form or the other of human development programmes. Since the Jakarta plan of Action came into existence National Focal Points on HRD have been established in the ESCAP countries and periodic reviews are taking place about the progress in implementing HRD. The ASEAN countries also worked out a collaborative programme on HRD. African countries also have been focusing their attention on developing and utilising human resources.

5. Human Development Report 1993

The first report introduced the concept of human development and introduced a measure of human development- HDI by combining indicators of health, education and purchasing power. The second report discussed issues relating to financing of human development and the role of governments. The report presented suggestions to restructure government budgets to give more priority to human development concerns including primary health care and basic education. The 1992 report pointed out how developing countries compete in the international markets as unequal partners and lose economic opportunities worth around \$500 billion annually which is about ten times what they receive in foreign assistance. The report suggested that developing countries should invest massively in their people to sharpen their competitive edge in international markets and that there should be a radical reforms in trade barriers and international institutions.

The 1993 report focuses on the critical role of people's participation in human development. The report looks at the need for decentralisation and involvement of Non-Governmental Organisations and other community organisations. The report highlights five pillars of people centered world order: 1) new concepts of human security; ii) new models of sustainable human development; iii) new partnership between state and markets; iv) new patterns of national and global governance; and v) new forms of international cooperation.

The reports stress on new models of sustainable are particularly noteworthy and relevant to India. The report admits that no comprehensive programme has yet emerged to counter the disturbing trend of

jobless growth all over the world. In order to increase employment, the report suggests that governments can

- " * *Invest* generously in basic education.
- * *Liberate* private enterprise and make markets more accessible to everyone.
- * *Support* small scale enterprises and informal employment, mainly through reform of the credit system and fiscal incentives,
- * *Create* an efficient service economy for the future by investing in the new skills required.
- * *Encourage* labour-intensive technology, specially through tax-incentives.
- * *Extend* employment safety nets through labour-intensive public works programmes in periods of major economic distress."

The report also argues for people friendly markets and the need for the state to get guided by people in influencing markets. Access to health, education and credit are preconditions to enable the people to use markets. Stability in macroeconomic environment, domestic prices and external currency values are needed to ensure that markets work freely and efficiently. A comprehensive incentive system with correct price signals, a fair tax regime, and an adequate system of rewards for work and enterprise are additional factors that help. The report also suggests that when markets do not produce a desirable outcome the state needs to regulate and correct. Such corrective actions may include protection of competition through anti-monopoly laws, consumers through regulation of product standards, workers through adequate and well informed labour legislation, environment and such vulnerable groups as children and the old.

The report also lists seven sins of privatisation: maximising revenue without creating a competitive environment, replacing public monopolies with private ones, using non-transparent and arbitrary procedures, using the procedures to finance budget deficits, simultaneously crowding the financial markets with public borrowing, making false promise to labour, and privatising without building a political consensus.

The report also forcefully argues for decentralisation of power from capitals to regions, towns and villages. The report observes that while the industrially developed countries delegate 25% or more of total government spending to the local level, in the developing countries it is less than 10% giving local governments to raise funds through taxation or borrowing and take charge of their development. Decentralisation has been found to encourage local participation, reduce costs and increase efficiencies. NGOs are good instruments in ensuring people's participation.

In each of the reports UNDP presents ranking of all countries using the HDI. The HDI is calculated using life expectancy, literacy and mean years of schooling and per capita GNP as its components. The various recommendations of the report are expected to improve the HDI. However the way HDI is calculated it can only change the relative standing of the countries but not show any substantial improvements. This is because all the values are calculated relative to the maximum and the minimum rather than on any absolute levels.

6. Where Do We Stand?

In the context of this background an attempt is made in this paper to examine the relatively standing of India on the Human Development Index. India's relative standing is examined in relation to other Asian countries in relation to some of the critical indicators of human development. The variables include: life expectancy, literacy, mean years of schooling, emphasis on science , technology and R&D, status of women and the educational and communication infrastructure available in the country in terms radios, televisions, news papers and telephones. The changes occurring in the last four years on some of the critical indicators of HRD is also focussed.

Human Development Index: Table 1 presents the HDIs of some of the countries for whom comparable data are available. These are taken from the Human Development Reports of UNDP 1990 to 1993. The HDI was computed by the UNDP in 1990 by taking combined relative standing of each country on life expectancy, adult literacy and per capita GNP.

Country	Population in million	Pop. Growth Rate (1960-91)ann.	HDI 1990	HDI 1993	HDI-93 Rank (173 Countries)	HDI Rank 1990	HDI Rank 1993
China	1170.7	1.9	.716	.566	101	10	11
Hong Kong	5.8	2.0	.936	.913	24	2	2
Japan	124.0	0.9	.996	.983	1	1	1
Korea Rep	43.8	1.8	.903	.872	33	3	3
Korea Dem. Rep.	22.2	2.3	.789	.640	91	6	8
Mongolia	2.2	2.7	.737	.578	100	9	10
Indonesia	187.7	2.2	.591	.515	108	14	13
Lao People's Republic	4.3	2.2	.506	.246	141	16	14
Malaysia	18.4	2.6	.800	.790	57	5	5
Myanmar	42.7	2.2	.561	.390	123	15	16
Papua New Guinea	4.0	2.3	.471	.318	129	17	17
Philippines	63.8	2.7	.714	.603	92	11	9
Singapore	2.7	1.7	.899	.849	43	4	4
Thailand	55.4	2.4	.783	.715	74	8	6
Vietnam	68.1	2.2	.678	.472	115	13	15
Afghanistan	17.7	1.6	.212	.066	171	23	23
Bangladesh	116.4	2.6	.318	.189	147	20	20
Bhutan	1.6	2.0	.236	.143	159	22	22
India	862.7	2.2	.439	.309	134	18	19
Iran	59.9	3.3	.660	.557	103	12	12
Nepal	20.1	2.4	.273	.170	152	21	21
Pakistan	121.5	2.9	.423	.311	132	19	18
Sri Lanka	17.4	1.8	.789	.663	86	7	7

Countries	Life-expectancy at birth	Adult literacy rate	Mean years of schooling	Real GDP per capita (ppp \$ 1990)	GNP per cap.rank minus HDI rank (world)
China	70.1	73.3	4.8	1990	41
Hongkong	77.3	90	7	15,595	0
Japan	78.6	99.0	10.7	17,616	2
Korea	70.1	96.3	8.8	6,733	4
Korea Dem. Rep.	70.4	95	6	2,000	12
Mongolia	62.5	93	7	2,100	4
Brunei Darussalam	73.5	86	5	14,000	-25
Cambodia	49.7	35.2	2	1,100	20
Fiji	64.8	87	5.1	4,427	7
Indonesia	61.5	81.6	3.9	2,181	14
Lao Peoples Rep.	49.7	54	2.9	1,100	20
Malaysia	70.1	78.4	5.3	6,140	9
Myanmar	61.3	80.6	2.5	659	29
P N G	54.9	52	0.9	1,786	-18
Philippines	64.2	89.7	7.4	2,303	22
Samoa	66.5	92	5.7	1,900	11
Singapore	74	88	3.9	15,880	-17
Solomon Islands	69.5	24	1	2,689	3
Thailand	66.1	93	3.8	3,986	15
Vanaatu	69.5	67	3.7	2,005	-10
Vietnam	62.7	87.6	4.6	1,100	41
Afghanistan	42.5	29.4	0.8	714	-2
Bangladesh	51.8	35.3	2	872	12
Bhutan	48.9	38.4	0.2	800	4
India	59.1	48.2	2.4	1,072	12
Iran	66.2	54	3.9	3,253	-44
Maldives	62.5	95	4.5	1,200	19
Nepal	52.2	25.6	2.1	920	14
Pakistan	57.7	34.8	1.9	1,862	4
Srilanka	70.9	88.4	6.9	2,405	44

India got a rank of 134 out of the 173 countries ranked in the 1993 report. It does not do any better when the comparisons are limited only to the Asian countries. It has a rank of 19 out of the 23 countries considered. India's performance in relation to other countries has been very poor and also does not seem to have improved in the last four years. Details of India's performance on different variables constituting HDI are presented in Table 2. The table indicates that in relation to life expectancy at birth, literacy, mean years of schooling and per capita GNP India has a long way to go.

It's performance on all these variable has been poor and other countries like Sri Lanka, Malaysia, Indonesia, and Thailand have done well in the last few years. Table 3 presents details of public expenditure on health and education.

Table 3: Expenditures on Human Resources Development					
	Education as % GNP 1960	1988-90	Education as % total public expenditure	Public expenditure on health as % GNP 1960	Public exp. on health 1989-90
China	1.8	2.4	12.4	1.3	3.1
Hongkong	---	2.7	15.9	---	---
Japan				2.9	6.7
Korea	2.0	3.7	22.4	0.2	6.4
Korea Dem. Rep.	---	---	---	0.5	---
Mongolia	---	---	---	---	---
Brunei Darussalam	---	4.9	11.8	---	2.2
Cambodia	---	---	---	---	---
Fiji	---	5.0	15.4	---	---
Indonesia	2.5	0.9	4.3	0.3	2.5
Lao Peoples Rep.	---	1.1	6.6	0.5	2.0
Malaysia	2.9	5.5	18.3	1.1	1.6
Myanmar	2.2	1.9	---	0.7	0.8
P N G	2.5	---	---	---	3.2
Philippines	2.3	3.0	11.2	0.4	5.3
Samoa	---	---	---	---	5.6
Singapore	2.8	3.4	11.5	1.0	2.9
Solomon Islands	---	---	12.4	---	5.0
Thailand	2.3	3.8	20.0	0.4	5.6
Vanaatu	---	4.4	24.6	---	2.9
Vietnam	---	---	---	---	---
Afghanistan	---	---	4.0	---	1.6
Bangladesh	0.6	2.2	10.5	---	0.9
Bhutan	---	3.7	---	---	4.2
India	2.3	3.2	8.5	0.5	3.2
Iran	2.4	4.1	22.4	0.8	3.2
Maldives	---	6.9	8.5	---	5.0
Nepal	0.4	2.9	10.8	0.2	0.7
Pakistan	1.1	3.4	5.0	0.3	4.5
Srilanka	3.8	2.7	8.1	2.0	2.3
High HDI	2.2	3.5	11.9	1.2	4.6

Table 4: Science and Technology manpower in Asian countries and select industrialised countries					
Sl No	Country	Scientists & Technicians (per 1000 people 86-90)	R&D Scientists & technicians (per 10000)	Tertiary graduate ratio as % of corres. age group 87-90	Science graduates as % of total graduates 86-90
1	China	8.50	---	0.50	43.00
2	Hongkong	41.00	---	6.70	39.00
3	Japan	110.00	60.00	12.40	25.00
4	Korea	47.30	22.00	---	29.00
5	Korea Dem. Rep.	---	---	---	---
6	Mongolia	0.90	---	---	44.00
7	Brunei Darussalam	27.00	6.30	---	0.00
8	Cambodia	---	---	---	---
9	Fiji	13.00	1.80	1.10	22.00
10	Indonesia	10.10	---	0.60	11.00
11	Lao Ppls. Rep.	---	---	0.50	17.00
12	Malaysia	---	4.00	1.40	28.00
13	Myanmar	---	---	---	---
14	P N G	3.20	---	0.60	23.00
15	Philippines	---	1.30	6.70	30.00
16	Samoa	---	---	---	---
17	Singapore	23.60	18.70	5.80	53.00
18	Solomon Islands	---	---	---	---
19	Thailand	1.20	1.60	5.00	18.00
20	Vanaatu	---	---	---	30.00
21	Vietnam	---	---	---	---
22	Afghanistan	---	---	0.20	32.00
23	Bangladesh	0.50	---	0.60	16.00
24	Bhutan	---	---	0.10	---
25	India	3.60	2.50	---	20.00
26	Iran	8.50	1.10	0.90	61.00
27	Maldives	---	---	---	38.00
28	Nepal	0.60	---	0.30	13.00
29	Pakistan	4.10	1.50	---	---
30	Srilanka	---	2.20	1.40	12.00
	Japan	110.00	60.00	12.40	25.00
	Canada	177.00	34.00	14.30	27.00
	U.S.A	55.00	---	15.50	24.00
	Australia	50.00	33.00	11.40	30.00
	United Kingdom	---	---	11.00	42.00
	New Zealand	49.00	---	7.00	23.00
	Industrial	81.00	41.00	9.40	35.00
	Developing	9.00	3.00	1.20	29.00
	World	22.00	12.00	3.70	30.00

Scientific and Technical Base: India's scientific and technical manpower as indicated in table 4 is also very low as compared to several others in Asia. Pakistan has larger number of Scientists and Technicians per thousand population as compared to India. Industrialised countries have as much as 20 times higher Scientists and technicians per thousand population. If India has to compete in the world market it cannot be complacent by thinking that it has a large population base and therefore the mere number of technicians makes it stand third in the world etc. This has no meaning when we look at the emphasis being laid by other countries on developing scientific and technical manpower. For developing a good economic and industrial base the emphasis has to be laid on science and technical education. Percentage share of students enrolling for the science stream at the graduation level may not look so bad in percentage but when considered in terms of the low college enrolments and opportunities it means a poor performance.

Status of Women: Women play an important role in development. A well educated woman can become an catalyst for human development. As mother she passes on her knowledge and understanding to her children, can contribute to the health of the family and improve the quality of life in several ways. Table 5 presents some details relating to the human development indicators of women in Asian countries. In terms of the status of women there are lessons to be learnt from countries like Indonesia, Malaysia and Thailand where women's education and percentage share in the labour force are quite high.

Communication and other Infrastructure for HRD: In a country with high illiteracy modern developments offer a good deal of instruments of development. Radio and television can play an extremely important role in educating people. Even without the ability to read and write people can be educated and this can be called as **Development Education**. Enterprising nations can make use of various instruments. To promote development education a high degree of such development infrastructure is required. Table 6 indicates the extent to which such infrastructure is available in India. The table once again indicates the extremely low level of development in terms of these instruments of communication. No amount of adult literacy can do what the spoken word and visual presentations can do to the development of a country. It is high time that India pays attention to the spread of the use of radios and televisions and further enhance its infrastructure in terms of telecommunications.

Table 5: Status of Women in Asian Countries						
Countries	Maternal Mortality rate 100000 births	Life expectancy as % of males	Literacy as % of males	Mean Years of Schooling as % of males	Labour Force as % of males	Administrative and Managerial Staff female 80-89*
China	130	105	---	60	76	(21)-11
Hongkong	6	107	---	63	57	12
Japan	16	108	---	98	68	(2)-7
Korea	80	109	94	61	51	(2)-34
Korea Dem. Rep.	130	110	---	63	85	(20)--
Mongolia	250	104	---	95	83	(2)-45
Brunei Darussalam	---	---	---	83	---	6
Cambodia	800	106	46	71	64	---
Fiji	150	107	---	83	23	9
Indonesia	300	106	85	58	66	(12)-7
Lao Peoples Rep.	750	106	---	59	81	(9)
Malaysia	120	106	81	91	45	(5)-8
Myanmar	600	106	81	72	60	---
P N G	700	103	58	50	64	---
Philippines	250	106	99	89	59	(9)-25
Samoa	---	---	---	78	---	19
Singapore	14	108	---	66	64	(5)-22
Solomon Islands	---	---	---	70	---	---
Thailand	180	106	96	76	88	(4)-21
Vanuatu	---	---	---	71	86	(4)
Vietnam	400	107	91	59	88	(18)
Afghanistan	1000	102	32	12	9	(3)
Bangladesh	650	99	47	30	7	(10)-2
Bhutan	800	97	---	32	48	---
India	550	101	55	34	34	(7)-2
Iran	250	101	67	68	21	(2)
Maldives	---	---	---	77	25	(4)-10
Nepal	850	98	35	32	51	(3)
Pakistan	600	100	45	25	13	(1)
Srilanka	180	106	89	80	59	(5)-7

* Note: The figures in brackets indicate the percentage of women in parliament in that country.

Table 6: Indicators of communication instruments in Asian Countries.						
Countries	Radios per 1000 pop. 1990	TVs per 1000 pop. 1990	News Paper per 1000.(88-90)	Telephones per 1000 (86-88)	Book titles per 100000 pop. 88-90	Av. no. served per post-office (86-88)
China	184	31	---	9	6	20,800
Hongkong	649	274	632	504	---	---
Japan	907	620	587	555	---	5,100
Korea	1006	210	280	296	92	14,500
Korea Dem. Rep.	119	15	230	---	---	---
Mongolia	132	41	74	---	33	---
Brunei Darussalam	259	233	38	182	9	16,900
Cambodia	113	9	---	---	---	---
Fiji	576	14	35	87	---	3,200
Indonesia	147	60	28	5	---	9,900
Lao Peoples Rep.	126	7	3	---	3	---
Malaysia	429	148	140	97	26	2,800
Myanmar	82	2	5	2	---	---
P N G	72	2	13	20	---	34,200
Philippines	138	48	54	17	2	---
Samoa	440	37	---	---	---	---
Singapore	643	376	280	456	---	19,800
Solomon Islands	119	---	---	19	---	---
Thailand	185	112	72	19	14	13,100
Vanaatu	278	9	---	23	---	---
Vietnam	108	39	9	93	---	---
Afghanistan	105	8	11	---	17	---
Bangladesh	42	5	6	---	1	13,200
Bhutan	16	---	---	---	---	---
India	79	29	7	6	2	4,700
Iran	247	70	27	41	12	12,400
Maldives	116	25	7	14	---	7,000
Nepal	34	2	8	---	1	---
Pakistan	87	17	15	7	---	8,100
Srilanka	197	35	32	11	14	4,300

7. Where do we go from Here?

The above analysis indicates the poor performance of India in terms of different human development indicators. It is therefore necessary to think of strategies to improve the situation. In this connection lessons are drawn here from two surveys conducted to draw lessons for improving the situation of the developing countries; one by Jon Quah and second by the author of this paper.

Jon Quah of the National University of Singapore, in a recent paper prepared for the Commonwealth Secretariat analysed the experience of four Asian countries- South Korea, Taiwan, Japan and Singapore. All these countries have increased their GNP in between 1962 and 1990 by several times. South Korea increased its per capita GNP by 49 times, Taiwan by 47 times, Japan by 42 times and Singapore 23 times. In all these countries the following phenomena may be noticed: They have invested heavily and continuously on education and training; minimised corruption, and; improved public personnel management by using realistic recruitment, effective utilisation of human resources (managing talented people), providing competitive compensation packages (Singapore probably has the highest paid civil services in the World) and minimising overstaffing. From his analysis Quah draws the following lessons for all the Commonwealth countries:

1. The government must be committed to economic development;
2. The government must be committed to minimising corruption;
3. The government must invest in education and training;
4. The government must introduce comprehensive reforms in public personnel management.

These lessons are important for India.

After reviewing the literature from various developing, industrialised and newly industrialised countries the author of this paper identified for consideration of a Working Group on Human Resources Development of the Commonwealth Secretariat the following strategies. These strategies are applicable very much to all the developing countries.

First it must be recognised that HRD has a strategic value in all development activities. It is the key to development in 1990s but may not yield and short term results. Policies should recognise this and HRD policies should be long term while economic policies could be short term. Governments should formulate both short term and long term policies for human development and balance the short term gains with long term investments.

Given the resource constraints that most governments are facing it becomes necessary to make choices at every stage for optimal utilisation of resources and best possible achievement of HRD goals. The choices may have to be among sectors (representing various HRD goals), target groups, and implementation methodologies and processes. Every country may prepare its own plans and make choices that give it strategic advantages in the context its own needs, ambitions history, resource constraints and other factors. The course of action a country chooses to follow in achieving its HRD goals that are considered advantageous over other courses of action may be called as its HRD

strategies. As there are so many elements in HRD to be covered and multiple goals to be achieved, the choice of target group(s) can be considered as by itself a strategy or strategic choice. For example if investments on girls education are likely to help in achieving multiple HRD goals (like health, population, economic well being etc) and therefore educating girls is chosen as a priority, it can be considered as a strategy or strategic choice.

Similarly, there are a number of sectors to be covered by HRD for policy interventions (education, agriculture, health, population, industry, infrastructure, communications and media, science and technology, environment etc). While policy interventions may deal with all of these some of these may be chosen for intensive action during a particular period for its relationships with other sectors or multiple effects or other reasons. Thus choice of sectors for action also becomes a strategic choice. Sectors and target groups are not always independent. For example in dealing with a sector like science and technology one has to deal with scientists and technologists. However, sectoral interventions go beyond a target group and aim at larger benefits to larger groups through that sector. Some sectors may have to be chosen more for the strategic role it plays in helping achieve more than one goal of HRD.

At another level, effective implementation of the HRD policies and programmes requires also a choice instruments or methodologies of implementation. These methodologies may be as narrow as involving a particular group of people or institutions (eg. NGOs), or as broad as continuous schemes of mobilising resources, or improving the effectiveness of government institutions, or developing leadership qualities in the programme managers. Such methodologies could be innumerable and new methodologies may keep on surfacing from time to time.

In making these choices the following considerations may have to be kept in mind:

1. People need to be put first. At any cost human resources development on some basic dimensions should not suffer. People should be able to get basic minimum conditions needed for existence and to apply themselves. Equity considerations should not be given up.
2. The criticality of creating a sound economic base should, particularly in the changing world and globalisation should not be forgotten. Economic development should be aimed at for the role it plays in supporting HRD. Particularly that part of Economic Development which reinforces HRD should be favoured. Economic Development that increases human misery should be discouraged. Temporary sacrifices required by a few well to do for the sake of future and the less fortunate is not human misery.
3. Resource constraints is a reality.
4. Sustainable development and the needs of future generations is to be kept in mind.

Keeping these in mind the following strategic choices have been identified.

1. Invest in education

Investing in education seems to be an important strategic intervention that governments in several developing countries should make. Education seems to have the capability to influence many other variables. Orchestrating the investments in education in such a way that it can yield the maximum possible returns is an issue that deserves considerable attention.

Investments in primary education has the following benefits:

1. It makes people more productive owing to increased cognitive ability or to the non-cognitive attitudes and behaviour which schooling inculcates;
2. It improves productivity in rural and urban self-employment.
3. It helps enhance agriculture production through better quality decisions that increase farm output.
4. It increases the propensity to participate in urban informal sector work.
5. It facilitates entrepreneurship.
6. It facilitates demographic transition from very high to moderate rates of population growth. Particularly the schooling of women leads to better regulation of fertility.
7. It appears to improve health through the ability to improve nutritional content of diets and earlier and more effective diagnosis of illness.
8. It seems to be related to life expectancy. Parents with greater amounts of primary schooling have healthier and longer living children.

2. Target on Educating Girls and Developing Women.

Several studies have indicated that women play a strategic role in developing human resources. As mothers they are the primary agents of human resources development. Children learn from mothers and foundations for their later development is laid by the mothers. Children of better educated women tend to be better nourished and healthier suggesting a strong relation between mother and general health and well being of the family. Higher levels of female education also results in increased adoption of family planning methods. In many countries women contribute a good deal to the economic activity of the family either through household activities or through other direct income generating activities. women account for at least half the food produced in the developing world, and one-third of the wage labour force. Investing on women and their development by giving them access to education, training and credit for employment generation activities is therefore is likely to raise

productivity in all sectors. Thus women seem to be central to the effectiveness of a broad range of investments in development.

3. Provide Basic Health Services including Nutrition, Safe Drinking Water and step up Population Control Programmes

Productivity is determined by the number of hours of work and its intensity. An undernourished or sick person cannot work long or properly. Absence of medical facilities further reduces productivity. Increased expenditures on food to the extent it raises productivity can be termed as investment.

Better diets, housing, and control of communicable diseases have raised the quality of life everywhere. By reducing illness, these improvements have increased people's alertness, capacity for learning, and the ability to cope with and enjoy life. By prolonging life they have made investments in knowledge and skills even more worthwhile. The benefits of good health also flow well into the future: a mother's health has influence on her children.

4. Invest in Science and Technology to build Technological Capability and lay Foundations for Economic Growth and Improved Standards of Living

In the final analysis, *creation, mastery and utilisation of modern science and technology* is basically what distinguishes the South from the North. On Science and Technology depend the standards of living of a nation. The widening gap in Economics and Influence between the nations of the South and the North is essentially the Science and Technology gap.

Economic development in the modern era is linked to technological development. Both of them have facilitating effects on each other. Technological development can be considered as of three kinds: (a) Those advances in science and technology that lead directly to improvements in the quality of living, (b) those advances that are needed to improve the effectiveness of the investments in basic human resources development programmes, (c) and those that put the country at par with the developed industrial world without directly contributing to (a) and (b). In the third category are those developments that and Research and Development investments that lead to the explorations in space, defence equipment, and such other not so needed investments. All the three contribute to the economic development as all of them lead to increases in productive activity and employment. The mix is however important.

5. Use Entrepreneurial Skills Development as A Strategy for Income and employment generation.

The linkage between HRD and poverty is vicious for a large poverty line. This vicious linkage can be broken by appropriate government interventions. These interventions can again use HRD strategies to improve the income generating capabilities of the poor. Poverty is also linked to environmental degradation that threatens the current and future generations. It is estimated that some 1.4 billion of the world's population live in poverty. Other estimates suggest that including those living "along the

subsistence margin" with only minimal necessities increases the number to nearly two billion. The 23% of the World's people living in industrial countries of the North earn 85% of the World's income.

A large part of the poor are youth and are unemployed. " The poor are disproportionately threatened by environmental hazards and health risks posed by pollution, inadequate housing, poor sanitation, polluted water and a lack of other basic services. Many of these already deprived people also live in the most ecologically vulnerable areas. According to one estimate 80% of the poor in Latin America, 60% of the poor in Asia and 50% of the poor in Africa live on marginal lands characterised by low productivity and high susceptibility to environmental degradation # Between 1960 and 1989 the countries with the richest 20% of the world population increased their share of global GNP from 70.2% to 82.7%. The countries with the poorest 20% of the world population saw their share fall from 2.3% to 1.4%. The consequences for income inequalities have been dramatic. In 1960, the top 20% received 30 times more than the bottom 20% but by 1989 they were receiving 60 times more.

The absolute difference in per capita income between the top 20% and bottom 20% of world population expressed in 1989 US dollar terms increased between 1960 and 1989 from \$1,864 to \$15,149. These disparities are reflected in real consumption levels. The North, with about one fourth of the world population, consumes 70% of the world's energy, 75% of its metals, 85% of its wood, and 60% of its food.

Some of the other disparities pointed out by the UNDP HDR include the following:

- * Trade-share of global trade in many developing countries since 1970. For example, in sub-Saharan Africa from 3.8% to 1%, in Latin America and Caribbeans from 5.6% to 3.3% . East Asia increased from 4.9% to 10%
- * Commercial bank lending . The bottom 20% of the world's population receives only 0.2% of global commercial bank lending.
- * Foreign direct investment. Despite the supposedly abundant labour supply and investment opportunities, no more than 0.2% of transnational investment is directed to bottom 20% of world's population.
- * Sustained economic growth is crucial to reducing poverty in the long run. Among the decisive factors will be the rates at which resources such as physical and human capital accumulate and technical progress occurs, in relation to the growth of the population and labour-force. Strategies of alleviating poverty and developing capabilities among the poor to help themselves are required.

Developing self-employment and entrepreneurial capabilities through appropriate entrepreneurship skills development programmes and strategies , self-help programmes, providing credit opportunities for the poor, encouraging NGO's to come up with new models and methods of improving the economic welfare of the poor are most important.

The accomplishments of the Grameen Bank in Bangladesh in terms of developing self-employment activities of the poor through simple group based credit programmes is illustrative of the kind of strategies required to reduce poverty and improve the well being of the poor.

6. Encourage Community Participation and Local Involvement through Decentralisation and other Processes.

Community involvement in Human Resources is both a necessity and a strategy. It is a necessity because of resource crunch. Given the stark reality of resource crunch and at the same time the inevitability of investments in developing human resources the governments are required to draw increasingly resources from other sources. These other sources are people themselves.

When local participation is mobilised people are likely to take charge of things, monitor effectively even the government funded development programmes, reduce wastage and increase effectiveness and address their requirements on a priority basis. Such local participation however, becomes less effective and unrealistic if it is designed completely from above. Therefore decentralisation of planning, programme formulation, resource allocation, mobilisation and monitoring of programme implementation is useful strategy to achieve the desired outcomes through participation.

7. Recognise the Facilitating role the Private and the Non-Governmental Agencies can play in Human Resources Development and Support their Participation.

Non-Governmental Organisations have become important agents of change and development in many developing countries. In major donor countries voluntary assistance has come to represent a very significant proportion of the total bilateral flow. The scale and density of the national NGOs is remarkable. In Rio de Janeiro alone there are more than 1500 national NGOs; in Sri Lanka membership of national NGOs is in aggregate numbered in millions; in India the administration complains that it cannot keep up with the registration of new NGOs; in Mali the NGO sector is essentially a parallel apparatus to the state in matters rural development and micro-income generation.

8. Mobilise the Resources needed for the HRD programmes by using a variety of unconventional Methods.

Charging users wherever appropriate after providing safety nets adequately for the poor and involving private sector may ensure efficient provision of services. Some of the alternative financing schemes may include:

1. Cost sharing by Beneficiaries:
2. Health Insurance
3. Community Support.
4. Increasing taxes,
5. Re-allocating revenues,
6. Reducing costs and

7. Using resources other than those from national taxes and duties.

In Colombia a share of the beer tax is reserved for public hospitals. Many Latin American countries finance the health and social security from the pay roll tax.

Costs can be kept down by using less expensive service agents who can take care of the needed services. For example the bare-foot doctors in China.

Other sources may include the private sector or the rich who can be charged for the services and the poor could be subsidised. Self- help groups like those mentioned is another source.

9. Improve the Efficiency and Effectiveness of Various Government Agencies and Institutions through Development of Professionalism, cost-effectiveness, Improvements in Inter-departmental Coordination and other Measures

The benefits of coordination include the following:

1. It averts overlapping and duplication of functions and roles;
2. It reduces costs;
3. It facilitates accurate identification of crucial human resource issues for action as well as the disadvantaged groups for whom such action has to be taken
4. Such targeting prevents scarce resources from being thinly spread out
5. Enables government to design programmes for concerted action.
6. Ensures that the activities of different organisations reinforce than conflict with each other.

10. Improve the Effectiveness of Population Policies and Programmes to Ensure the Practice of Small Family Norm and Population Control

The world population today is 5.3 billion and it is growing at the rate of 93 million every year. Over 3.1 billion live in low income countries; 1.2 billion in south asia and 0.5 billion in Sub -saharan Africa. The population is expected to raise up to 6.2 billion by the end of the century and reach nearly 8.9 billion by 2030. Most of the growth is likely to occur in the developing countries. According the World Bank estimates, world population would be more than double from current levels and would stabilise at bout 12.5 billion around the middle of the twenty second century. Two thirds of the increase would occur by 2050, and 95 percent of population growth would take place in developing countries.[World Bank, WDR, 1992].

The population growth puts increasing strains on the economy. It strains health services, education, water, employment and also puts pressure on natural resources leading to their depletion. The population and economic linkages at micro and macro levels are well known by now. The linkages between population growth, agricultural stagnation and environmental degradation are also well documented and most of these are common to countries of Sub-Saharan Africa.

11. Invest on Environmental Education to Create a Healthy Environment for Sustainable Growth

Environmental deterioration has brought to surface its impact on human resources development directly or indirectly. Poor environment directly effects HRD through health or illness which in turn influences output. Indirectly environmental deterioration may bring down the quality of natural resources available to people and thus slow down economic development which in turn may increase poverty and human misery. Environmental concerns are occupying the attention of both the developing and the developed countries. Environment cuts across the boundaries of nations. The most immediate problems facing the developing countries include: unsafe water, inadequate sanitation, soil depletion, indoor smoke from cooking fires, and outdoor smoke from coal burning, ecological changes due to deforestation and loss of natural habitats and bio-diversity. Those that are associated with the affluent countries include: carbon-dioxide emissions, depletion of stratospheric ozone, photochemical smog, acid rains and hazardous wastes.

12. Strengthen Agriculture, Industry, other Infrastructure and Institutional Base through HRD Improvements

Industry including manufacturing has come to constitute an important component of a country's wealth which is essential for facilitating investments in HRD. In low income countries they account for about 36% of the GDP. To be able to compete in international markets quality becomes very essential. Quality improvements can take place through localised and industry based HRD programmes and interventions. The critical contributions Industry based HRD policies and programmes can make to improve the efficiency and productivity of industrial sector has been amply demonstrated in the past. The Japanese management style which is considered as a HRD style provides a good illustration of the role it can play. Improving leadership and team work capabilities, installing cost-effective, productivity improving and quality oriented systems and practices are needed. Plant based HRD interventions can do a good deal. Another important focal point for HRD interventions is the institutions that exist in every country to provide services and implement public policy programmes. these include educational institutions, hospitals, corporations, banks, insurance and security agencies, law enforcing institutions and the like. The effectiveness and efficiency of these institutions plays a very crucial role in the health of any state. A break sown in these institutions is the beginning of decline of any country. HRD strategies should also focus on institution building and developing. As the institutional improvements are covered in the respective sectoral groups these are not detailed further here.

8. Conclusion

In conclusion India has a long way to go. It may be useful for India to collect annual data and publish a Human Development Report for all the States and union territories. Such index should take into consideration the inadequacies found in the UNDP's HDI (which have been highlighted by the UNDP itself from time to time). The HDI developed for India should take into consideration all the strategic variables mentioned in the above discussion. Such an index also may be able to induce a sense of

competition among different regions. UNDP has indicated the importance of several other measures like the freedom index, decentralisation index, social expenditure ratios, etc. While there are serious problems in such measures applied across the world, they could be developed and applied with relative ease and for greater benefit in countries like India. They can be potential instruments in measuring progress and focusing the attention of the policy makers to the strategically important issues. This may also facilitate the decentralisation and State governments taking charge to influence the level of human development in their states.

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