

GLOBALIZATION AND HUMAN DEVELOPMENT AND INSTRUCTION; (CASE STUDY: COMPARATIVE COMPARISON OF 62 COUNTRIES IN THE WORLD INCLUDING IRAN (2008-2010))

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Abstract

Human resource development is the main discussion of today economy and Management Scientists meetings. In this paper, In addition to Human development definition and others related Index Considered under three components of Instruction, Motivation for living and per capita Internal gross production with calculation method and Human development Importance for organizations operation regarding to Instruction state and necessity of relation possibilities for Human development (Training) regarding two countries ranking about relation facilities (Telephone line, Mobile subscribers, Internet users, personal computers) and finally according to related data began ranking countries for globalization (HDI) Human Development Index published by International Institution (A.T. Kearney) and (UN) United Nations by coefficient which shows calculated correlation rate $R=0.76$ between two variables and Indicated that there is a close relation between globalization and Human resource development and Instruction Index means that more activity for countries globalization will lead to more successful Human resource and Instruction development.

Keywords: Human resource development, Management, Human resource, Globalization

Introduction

Development, in a definition or even practically, continuously has been taken as one of the most controversial economic topics. Elimination of poverty and inequality that gripped many communities in the 50s and 60s was every day received increasing attention; at that time the economists' views on the topic of development emerged to get rid of such problems. The first economists who proposed their views on the concept of development mainly focused on the economic growth, so that access to economic growth in adopting a variety of policies targeted the development where Michael Todaro believes economic growth prevailed in the societies at that time. Welfare Economics approach to development caused consuming goods and services taken as the basis of economic welfare, thus, to measure the welfare and development (consuming goods and services), national income was generally considered as a measure. The issue of Income distribution and poverty in this approach with the assumption that GDP growth will benefit for everyone and the interests of this increase in national income rise to all the people, was ignored.

The oppositions to development in the middle of the 1970s raised; however most of the states did not achieved their goals emerging economic growth, the life conditions of a majority of people did not change.

Hence, some of the new duties of development like growth besides justice and Redistribution of growth were taken by development economists where the social and human concepts found a special place in the range of development definitions.

In a human development report (1996) addressed the survey on relationship between economic growth and human development, it has been declared, despite the rapid economic growth in 15 countries over the last decades, roughly 1.6 billion of people worldwide have suffered from poverty, miserably immersed in poverty found with a situation worse than the last 15 years.

Without doubt, this report addresses if preventive policies to distribute properly the growth have not been adopted, a proper growth would not be acquired for the people. The report of human development (1996) aims to declare no significant interaction exists between economic growth and human development, but while adopting policies and decision makings used to inter act these two, their influence on each other would be clear whereby economic growth would help effectively to improve human development. By the passage of time, human beings position and taking into account the human's dignity found essential in defining development where development transformed to a multilateral movement including massive changes in social, economic structures and national entities to achieve the wide scope of welfare for human beings. Nowadays, the main component at human's welfare develops from expanding the personal choices. The communities at which the individuals have The Power of Choice more in the social, economic, politic contexts with the right of freedom to express their views and personal attitudes, have succeeded in providing human welfare consisted of mental needs in addition to consumption of goods and services. Hence, it can be observed, to evolve the concept of development from economic growth to human development, the objectives of development have exceeded over measure.

The concept of human development

Human development is a well-being concept within a field of international development. It involves studies of the human condition with its core being the capability approach. The process of expanding human choices has been defined as the concept of development in the first world report of human development ever since 1990. Human development encompasses more than just the rise or fall of national incomes. Development is thus about expanding the choices people have, to lead lives that they value, and improving the human condition so that people have the chance to lead full lives. Thus, human development is about much more than economic growth, which is only a means of enlarging people's choices. Human development disperses the concentration of the distribution of goods and services that underprivileged people need and center its ideas on human decisions. By investing in people, we enable growth and empower people to pursue many different life paths, thus developing human capabilities. The most basic capabilities for human development are: to lead long and healthy lives, to be knowledgeable (e.g., to be educated), to have access to the resources and social services needed for a decent standard of living, and to be able to participate in the life of the community. Without these, many choices are simply not available, and many opportunities in life remain inaccessible. Hence, forming the human capabilities like civil and political freedoms, the status of training, health and economic power have to be taken as major goal across the developing communities. The people would be accounted as the main wealth in such communities, aimed to providing better life condition by development for them. Taking into account the controversies faced

people requires targeting humans in the development center whereby the economic growth not only as a goal but as means to increase life opportunities is taken into account. Freedom from poverty, hunger, disease, war, inequality, illiteracy and etc are the ways to expand the human choices and capabilities so that three measures of training, income and health have been addressed in evaluating human development. A person, therefore, needs both the resources and the ability to use them in order to pursue their capabilities. This is one example of how different resources and/or skills can contribute to human capability. This way of looking at development, often forgotten in the immediate concern with accumulating commodities and financial wealth, is not new. Philosophers, economists and political leaders have long emphasized human well being as the purpose, or the end, of development. As Aristotle said in ancient Greece, "Wealth is evidently not the good we are seeking, for it is merely useful for the sake of something else." human development shares a common vision with human rights. The goal is human freedom. Therefore, human development is interconnected with human rights and human freedom. To sum up, humans are targeted in development used as means to achieve development where an emphasis on people's capabilities develops the fundamental of human development; the goals of millennium development as a serious step have been targeted in this context.

Human Development Index and the method to calculate it

The Human Development Index aiming at increasing the power of choice and expanding human's capabilities has been targeted as the measure of success at the process of human development. This index indicates the trend going on in the world as the human development, indicating the position of the countries comparing to other countries. However, the Human Development Index has not released from the comments acclaimed against it, has sustained its reputation among people. Since recognizing this index better and analyzing it would make the human development and the development process in the world position clear, the last international efforts in measuring the development level and comparing countries in the international level resulted in creating The Human Development Index by the development program by United Nations in 1990. This index ever since its first publication in 1990 continuously in the form of reports from the trend of advancement for human development indices have been printed by the United Nations, used by the states and international organizations worldwide.

The Human Development Index (HDI)

The Human Development Index (HDI) is the normalized measure of life expectancy, literacy, education, standard of living, and GDP per capita for countries worldwide. It is an improved standard means of measuring well-being, especially child welfare and thus human development. Although this index makes an effort to simplify human development, it is much more complex than any index or set of indicators.

The 2007 report showed a small increase in world HDI in comparison with the previous year's report. This rise was fueled by a general improvement in the developing world, especially of the least developed countries group. This marked improvement at the bottom was offset with a decrease in HDI of high income countries.

Human Development Index mainly measures four different measures set in three indices of life expectancy, education, and GDP per capita. This index is a mean of these three indices. life expectancy, education, and GDP per capita are all the factors mentioned essential in increasing the power of choice. More lifespan as a measure of life expectancy which shows the more proper

nutrition provided with health facilities, provide more proper opportunity for life and power of choice for humans. Further, education evolves the power of choice and decision making to use better opportunities for people. Nowadays, separate from the role of education in human development, impact of human capital and education in economic growth is addressed whereby increasing trend in GDP per capita in expanding individuals' power of choice and exploiting from resources is clear for everyone. In this regards, UNDP uses three indices mentioned above to measure the index of human development. The value of each index is calculated using the formula as follows:

$$\text{The value of index} = \frac{(\text{the value of index in country considered} - \text{the lease value of index})}{(\text{the maximum value of index} - \text{the minimum value of index})}$$

The minimum and maximum value of each index is calculated regarding the assumptions provided by the United Nations.

a- life expectancy

The minimum and maximum range of life expectancy respectively equals to 25 and 85 years. The value of this index in Iran based on the last report of human development (2011) calculated for the year 2008, equals to 0.746. Since only life expectancy is taken in calculating this index, so, its value equals to the value of life expectancy.

b- Education

On the basis of education, two measures by the value of Adult literacy and *Gross Enrolment Ratio* combined as the enrolment rate cover education in primary level, secondary level and Higher Education. This includes Educated adults elder than 15 years old, who can read and write short statements. Gross enrollment ratio in primary level, secondary level and Higher Education equals to a mean of the students' enrollment ratios in any education level as a percentage of the population existing in each age group.

As united nations believe that the education is the first step to learn knowledge, thus, more weights assigned to adult education in calculating the index of education, i.e. the rate of adult education with the two third coefficient of rate combined of gross enrollment with two third coefficient taken to calculate index of education. Since the minimum and maximum value for two measures of education equals to 0 and 100, the value of the index "education" in Iran has been calculated 0.727 in 2008.

c- GDP per capita

Calculating GDP per capita is more complex than other indices because this index is calculated using the logarithmic formula, thus, the importance of increasing GDP per capita is reduced in higher values. For instance, an increase by 100 dollar in Iran's GDP per capita causes the human development index in Iran increases over the index of human development in Canada whereby by an increase in GDP per capita, Gross Domestic Product increases as well. The method to calculate the index of GDP per capita is as follow:

$GDP_x =$ GDP per capita in the state considered

Min GDP= the minimum GDP per capita which equals to 100 dollar

Max GDP= the maximum GDP which equals to 40000 dollar. The value of the index "GDP per capita" in Iran by the year 2008 as mentioned in the last human development report equals to 0.684.

d- The last calculation of human development index

To calculate human development index, simple average is taken from the three indicators of life expectancy, education and GDP per capita. The value of this index in Iran by the year 2008 attained 0.719.

Human Resource Development and Efficiency

Nowadays, Human Resource Development and its relation with efficiency have been taken as one of the topics of interest in Human Resource Management. Human Resource Development substantially considers the education and development regarding the presuppositions as follows;

- People (human resources) are the most valuable resource.
- Development (HR) is a long term activity and the role of education is important in this regard.
- Each manager is responsible to develop human resources because the managers are responsible to undertake anything devolved upon them in their workplace.
- Exploiting in a best way relates to using the entire resources to achieve the maximum added-value of them.

Hence, Human Resource Development professionally means saving and storing in terms of skills, meant organizing and learning experiences to come to realize the business goals on the other hand. In this regards, organizational growth keeps increasing resulting in individuals' growth through enhancing skills, knowledge, competence, power of learning and individuals' desire in all levels.

Hence, exploiting through developing human resources as an approach or strategy systematically means that the managers have to be aware of all the aspects of the organization whereby the effective programs to Human Resource Development have to be provided by them for the organization regarding the capability of impact on productivity.

In addition to Human Resource Development, the managers have to make a huge effort to build a proper environment mentally to get relaxed. Human as the most important factor regarded in productivity would be provided with the optimum productivity while having the necessary motivation. To enhance the individuals' motivation, a particular attention has to be paid on workplace, individuals' needs as well as their economic problems. Appropriate psychological space to do the tasks in accordance with the level of skills, desire and education make the individuals satisfied from their work whereby many factors found effective in productivity:

- Employees' imagination of their organizations
- Nature of Work
- Specialized knowledge and information clerks
- Work culture
- Mental and physical health of employees
- Motivates people to do the best job
- Staff morale and job satisfaction
- Extent of individuals' cooperation in organization
- Imposing discipline in work and exercise time management
- staff Participation in decision-making
- Exercise Efficient and effective management practices
- Providing training facilities
- Innovation, creativity, and providing an environment for the development of creativity
- Appropriate experience and background to perform job duties

All the factors mentioned above help to build an appropriate psychological space providing necessary infrastructure to increase productivity. Being provided with communication facilities is one of the leading indices in the extent to which human development calculates; a part of human development

report by the year 2010 by united nations have addressed comparing the states' Telecommunication Indicators(table 1). In this regards, Telecommunication Indicators in 175 states worldwide have been ranked and measured. An overview of this comparison indicates that the highest number of Telephone lines have been assigned to Luxembourg. In 2010, per each 1000 individuals, 780 fixed telephone line and 920 mobile phones have assigned to this state. Iceland has mentioned with the most percent of internet prescribers.

In this state, per each 1000 individuals by the year 2010, 599.3 individuals have utilized internet where Iran has been categorized ranked with the rating 106 with human development in the group of the states with intermediate human development. In Iran by the year 2010, per each 1000 individuals, only 169 fixed telephone line and 32 mobile phones. The least number of fixed telephone line assigned to The African nation of Chad, ranked with 165 rating of human development; since 1990 to 2010 only one fixed telephone life has existed for each 1000 individuals in this state.

Table 1. Rating some of the states in terms of communication facilities

State	Rank of human development	Fixed telephone lines		Mobile Telephone Subscribers		Internet users		Personal computers	
		1990	2008	1990	2008	1990	2008	1990	2008
Norway	1	502	732	46	815	7/1	8/463	14/5	50/8
America	7	547	667	21	451	8/0	501/5	21/8	62/5
Japan	9	441	586	7	588	0/2	3840/2	6/0	35/8
Hong Kong	26	450	580	24	859	1/3	386/8	4/7	38/7
UAE	48	206	340	17	616	-	314/8	2/9	13/5
Malaysia	58	89	198	5	314	-	273/1	0/8	12/6
Turkey	96	121	285	1	295	-	60/4	0/5	4/1
China	104	6	137	--	110	-	25/7	-	1/9
Iran	106	40	169	0	32	-	15/6	-	7/0
Egypt	120	30	104	-	43	-	9/3	-	1/5
India	127	6	38	0	6	-	6/8	-	0/6
Sudan	138	3	14	0	3	-	1/8	-	0/4
Pakistan	144	8	23	-	6	-	3/4	0/1	0/4
Nigeria	152	3	5	0	3	-	1/0	-	7/0
Senegal	156	6	25	0	31	-	10/3	0/2	1/9
Angola	164	8	6	0	6	-	1/5	-	0/1
Sierra Leone	175	3	5	1990	5	-	1/4	-	-

Note: except for the human development index, the rest of values is reported for each 1000 individuals.

Source: The United Nations Human Development Report (2010)

Description of data

Description of human development index

According to The United Nations Human Development Report (2005), Norway attained the first rank again. The most important index as United Nations Human Development Report indicates is the very human development index which is combined of Production per capita indicators, Indicators of life expectancy and

Educational and hygiene status indicators. In general, human development index depends on three factors of long lifespan, education status and standards of citizens' life.

For this, human development index is mentioned as an appropriate tool to evaluate the development and welfare status of the states comparing to each other. According to The United Nations Human Development Report, the first rank of human development index has assigned to Norway. During 2000-2002, roughly 7.6% of GDP was provided for education system, this is in a way that roughly 7% of Gross Domestic Product was assigned to Norway in 1990. Among the selected states shown in table 2, the highest budget has been assigned to Malaysia, shown the upmost growth. Only 5.1% GDP has been assigned to the education system in this state in 1990, during 2000-2002 this rate increased to 8.0% in education system in this state. Iran with the human development rank, ranked 99, has been assigned 4.9% GDP to education system in 2000-2002, while 4.1% GDP contributed to education system in 1990. In contrast, Pakistan ranked 135 in human development, reduced the expenditure in education system in its total product, and reduced the cost from 2.6% in 1990 to 1.8% in 2000-2002. On the other hand, according to The United Nations Human Development Report, the contribution assigned to each education level (Kindergarten and primary school, secondary school and university) is different in states discussed earlier. For instance, the contribution assigned to education levels Kindergarten and primary school, secondary school and university mentioned 36.5%, 33% and 27.5% in Norway during 2000-2002. This is in a way that the contribution assigned to Iran's education system mentioned 25.1%, 36% and 17.1%. It seems that the most contribution has been assigned to Kindergarten and primary school, indicating the importance of grade levels. On the other hand, an overview of females over 15 years old education status as one of the indicators of The United Nations Human Development Report indicates that roughly 70.4% of over 15 years old females have been reported with higher education in 2003.

This contribution comparing to the contribution assigned to the females over 15 years old in the states like Pakistan and India reported 35.2% and 47.8%, indicating a substantial statistics. Yet, this contribution comparing to the state Argentina indicated roughly 97.2% contribution assigned to females' education status who were elder than 15 years old. Further, roughly 81.1% of the females elder than 15 years old are reported with higher education in Turkey.

Table 2. Status of education system in Iran and selected states Source: (Human Development Report, 2008)

State	Rank of human development	General costs of education system				The share of education spending in education levels			Females , elder than 15 years old, education level(2009)	Females' education level comparing to males(2009)	The females accepted in the universities(2007-2009)
		As part of Gross Domestic Product		As part of the government fees		Kindergarten and primary school	secondary school	university			
		1990	2000-2008	1990	2000-2008						
Norway	1	7/0	7/6	/614	16/2	36/5	33/0	27/5	-	-	99/0
Japan	11	-	3/6	-	10/5	38/2	39/8	14/9	-	-	47/0
Germany	20	-	4/6	-	9/5	22/8	49/0	24/5	-	-	51/0

Argentina	34	-	4/0	-	13/8	43/3	39/2	17/5	97/2	100/0	72/0
Malaysia	61	5/1	8/1	/3 18	20/3	32/0	33/5	33/3	85/4	93/0	33/0
Arabia	77	5/8	-	/8 17	-	-	-	-	69/3	80/0	30/0
Turkey	94	2/2	3/7	-	-	37/7	30/1	32/2	81/1	85/0	24/0
Iran	99	4/1	4/9	/4 22	17/7	25/1	36/0	17/1	70/4	84/0	22/0
South Africa	120	5/9	5/3	-	18/5	47/8	31/3	14/6	80/9	96/0	16/0
India	127	3/7	4/1	/2 12	12/7	38/4	40/1	20/3	47/8	65/0	10/0
Pakistan	135	2/6	1/8	7/4	7/8	-	-	-	35/2	57/0	2/0

Description of index data of globalization

Description of the data associated to the index of globalization is provided with the data where the sources as follows have been used to define this.

- 1- World Development Indicators 2010
- 2- International Financial statistic Yearbook 2010
- 3- Telecommunications union Yearbook of statistics 2010
- 4- Compendium of Tourism statistics 2010
- 5- Balance of Payment statistics 2010
- 6- World Fact book 2010

To measure the index of globalization associated to the year 2010, the information assigned to the year 2008 was used where the information assigned to the year 2007 used to measure the index of globalization in the year 2009.

The index of globalization is not an economic index but includes the political, technical and personal factors, but the cultural measures are not involved in this index. Without doubt, the factor of culture in the states through exporting and importing and publications was evaluated by two scholars in Singapore University. According to the index of globalization, Europe has been taken as the state with the globalization index covered throughout this state, this turns back to the point that enterprises, foreign investment and Traveling without a passport are overseen in this state. According to the experts' views in A.T.Kearney international consulting institute, the most important index is the very notion of direct foreign investment because the policy and technology has been combined using economy where the indicators of globalization under the four factors include:

Economic factors: international trade, foreign direct investment, investing in bonds, investment income.

Individual factors: international calls traffic, tourism, international money transfers.

Technical factors: Internet users, Internet hosts, secure Internet servers.

Political factors: membership in international organizations, participation in the UN Security Council embassies and contracts.

Table 3. Human development index and globalization

States	Rank of globalization	Degree of HDI	GDP index	Life expectancy index	GDP Percapital Annual Growth Rate(%)
Singapore	1	25	0/92	0/89	4/9 3/5
Ireland	2	8	0/99	0/88	4/5 6/7
Switzerland	3	7	0/96	0/93	1/0 0/5
Us	4	10	0/99	0/87	2/0 2/1
Netherlands	5	12	0/95	0/89	1/8 2/1
Canada	6	5	0/96	0/92	1/6 2/3
Denmark	7	14	0/96	0/87	1/6 1/9
Swedish	8	6	0/93	0/92	1/6 2/0
Austria	9	17	0/95	0/90	2/1 1/8
Finland	10	13	0/94	0/89	2/0 2/5
New Zealand	11	19	0/90	0/90	1/0 2/1
Britain	12	15	0/94	0/89	2/1 2/5
Australia	13	3	0/95	0/92	1/9 2/6
Norway	14	1	0/99	0/91	2/8 2/9
Czech Republic	15	31	0/85	0/84	.. 1/5
Croatia	16	45	0/79	0/83	.. 2/1
Israel	17	23	0/88	0/91	1/9 1/6
France	18	16	0/94	0/91	1/7 1/6
Malaysia	19	61	0/76	0/80	3/9 3/4
Slovenia	20	26	0/88	0/86	.. 3/1
Germany	21	20	0/94	0/90	2/0 1/3
Portugal	21	22	0/87	0/87	2/8 2/2
Hungary	23	35	0/83	0/80	1/1 2/6
States	Rank of globalization	Degree of HDI	GDP index	Life expectancy index	GDP Percapital Annual Growth Rate(%)
Panama	24	56	0/71	0/83	1/0 2/4
Slovakian	25	42	0/82	0/82	0/51 2/4
Spain	26	21	0/90	0/91	2/2 2/4
Italy	27	18	0/94	0/92	2/0 1/5
Japan	28	10	0/94	0/95	2/4 1/0
Greece	29	24	0/88	0/89	1/0 2/1
South Korea	30	28	0/87	0/87	6/1 4/6
Poland	31	36	0/79	0/82	.. 4/2
Philippines	32	84	0/63	0/76	0/3 1/2
Uganda	33	144	0/45	0/37	2/61 3/9
Romania	34	37	0/77	0/88	4/0 4/1
Taiwan	35	64	0/72	0/77	0/81 0/6
Tunisia	36	39			
Botswana	37	89	0/71	0/80	2/1 3/1
Ukraine	38	131	0/75	0/19	5/1 2/7
Morocco	39	78	0/67	0/69	-5/71 -4/7
Senegal	40	124	0/62	0/75	1/3 1/0

Mexico	41	157	0/47	0/51	(0) 1/3
Sri Lanka	42	53	0/75	0/83	0/9 1/4
Nigeria	43	93	0/61	0/82	3/4 3/3
Saudi Arabia	44	158	0/39	0/31	-0/5 (0)
Thailand	45	77	0/82	0/78	-2/4 -0/6
Argentina	46	73	0/72	0/75	5/1 2/8
GDP Percapital Annual Growth Rate(%)	Life expectancy index	GDP index	Degree of HDI	Rank of globalization	States
South Africa	48	120	0/77	0/39	0/39
Kina	49	154	0/39	0/37	0/37
Pakistan	50	135	0/51	0/63	0/63
Columbia	51	69	0/70	0/79	0/79
Russia	52	62	0/76	0/67	0/67
Peru	53	79	0/66	0/75	0/75
China	54	85	0/65	0/78	0/78
Venezuela	55	75	0/65	0/80	0/80
Turkey	56	94	0/70	0/73	0/73
Brazil	57	63	0/73	0/76	0/76
Bangladesh	58	139	0/48	0/63	0/63
Egypt	59	119	0/61	0/75	0/75
Indonesia	60	110	0/59	--	--
India	61	127	0/56	0/64	0/64
Iran	62	99	0/71	0/76	0/76

The index of globalization has been ranked among 62 states.

The index of human development has been ranked among 177 states.

Source: Kearney.com (2010) www.A.T , Development Reports .com (2010) www.Human

The correlation between the index of globalization and index of human development

The correlation between the index of globalization and index of human development can be in quantity specified. According to the data associated to the thirteen indicators of globalization and three indicators of human development published by 2010 in A. T. Kearney institute and the World Bank, Spearman correlation coefficient has been used to calculate the degree of correlation between the two indicators shown above where the degree equals to 0.76 as calculated. The data used in this relation have been indicated in table 3 where the figures show that a close relationship exists between the index of globalization and the index of human development. The more states are innovative and creative in the education system, the more successful are in terms of human development and globalization. In other words, the states with high rank are engaged more in education contexts, mentioned more successful in the contexts of human resources development and globalization.

Conclusion

As discussed earlier, the indicators of globalization over the years are published by the A.T. Kearney international consulting institute including four components: 1- Economic factors, 2- Individual factors, 3- Technical factors, 4- Political factors.

Economic factors consist of international trade, foreign direct investment, investing in bonds, investment income. Political factors consist of membership in international organizations, participation in the UN Security Council embassies and contracts, Unilateral and multilateral treaties, embassies. Technical factors consist of Internet users, Internet hosts, and secure Internet servers. Individual factors consist of international calls traffic, tourism, and international money transfers. Further, the index of human development includes three components: Life expectancy, education, gross domestic product where the correlation coefficient between two indicators has been calculated by extracting the data associated to two indicators, processing the data and using the statistical STATGRAF software so that the degree of correlation for two indicators calculated equal to 0.76. This indicates there is a direct correlation between these two indicators where the more states are innovative and creative in the education system, the more successful are in terms of human development and globalization. Hence, it is necessary the states, to develop the index of human resources and globalization in the context of education, act with innovation and creativity and make huge efforts in this context.

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