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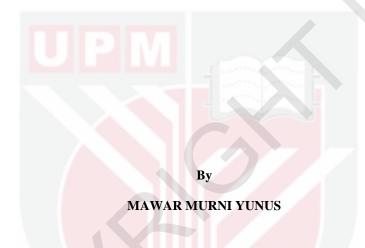
EFFECTS OF TRADE ON EMPLOYMENT CREATION AND HUMAN DEVELOPMENT IN DEVELOPED AND DEVELOPING COUNTRIES

MAWAR MURNI YUNUS

FEP 2013 17



EFFECTS OF TRADE ON EMPLOYMENT CREATION AND HUMAN DEVELOPMENT IN DEVELOPED AND DEVELOPING COUNTRIES



Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

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DEDICATION

This thesis is dedicated to my loving husband, my sons; Akram and Adham, and my dearest daughter; Sarah. Without their patience, understanding, support, love and most of all their prayers, the completion of this thesis would not have been possible.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the Degree of Doctor of Philosophy

EFFECTS OF TRADE ON EMPLOYMENT CREATION AND HUMAN DEVELOPMENT IN DEVELOPED AND DEVELOPING COUNTRIES

By

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May 2013

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Trade, employment creation, and human development are the three major areas in the economic growth, wealth and prosperity of a country. Trade has played an increasing role in the world economy over the past decades. In both developed and developing countries, trade has created employment and higher incomes for millions. Simultaneously, many people have yet to benefit. According to UNDP (2006), trade can definitely enhance human development. Human development is a process of enlarging people's choices. It puts the importance on the three essentials for people; to lead a long and healthy life, to obtain knowledge, and to have right to use resources needed for a decent standard of living and their environment. If these essential choices are not offered, many other opportunities remain inaccessible. The Human Development Index (HDI) has become a standard for measuring human development. Its component indices measure life expectancy, literacy and education, and GDP per capita.

The purpose of this study is to examine the effect of trade on employment creation, human development, health, and education in developed and developing countries. Firstly, for the effect of trade on employment creation, this study explores whether improvement in trade in developed and developing countries can create or destroy employments. Secondly, for the impact of trade on human development, this study seeks to address does trade affect human development or not. Moreover, this study attempts to evaluate which channels such as, income, employment, or institutional quality, might influence human development. Furthermore, in studying the effect of trade on health and education, this study examines whether the improvement in trade has a good or bad effect on health and education. A systematic empirical study based on the Generalized Method of Moments (GMM) has been undertaken by this study. In the first issue, this study concentrates on the time frame from year 1980 to 2009 of 81 countries; 30 developed countries and 51 developing countries. In the other two issues, this study focuses on the time frame from year 1980 to 2007 with 90 countries; 32 and 58 countries from developed and developing countries, respectively.

The results in the first issue clearly indicate that total trade which consists of exports and imports is insignificant in promoting employment creation for developing

countries. However, the export equation found a positive effect of export on employment creation in developing countries. Nevertheless, the import equation suggests a negative effect of import on employment creation in developed countries. On the other hand, the empirical results for the effect of trade on human development demonstrate that total trade does not affect human development. The employment channel results found a positive role in influencing the effect of total trade on human development in developed countries. Overall, for the three channels such as income, employment, and institutions, improvement in total trade does not influence human development for developing countries. The results for the last issue evidently indicate that total trade has a negative effect on health in developing countries. Furthermore, the trade and education results indicate that total trade does not influence education.

The empirical result states that export is statistically a significant determinant for the employment creation in developing countries, whereas import is statistically a significant determinant of employment creation in developed countries. Furthermore, the empirical result also shows that employment channel is statistically a significant determinant for the human development in developed countries. Hence, trade should be emphasized if employment creation and human development are to be considered as valid policy objective. Specifically, to create employment, the main policy should focus on both the improvement of exports in developing countries. At the same time, the developed countries need to produce and remain goods and services for the domestic purposes particularly for the industries which have comparative advantage in their productions. As to improve the human development, the policy should concentrate on both formal and informal education such as learning and upgrading skills respectively.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

KESAN PERDAGANGAN KE ATAS PENCIPTAAN PEKERJAAN DAN PEMBANGUNAN INSAN DI NEGARA MAJU DAN MEMBANGUN

Oleh

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Perdagangan, penciptaan pekerjaan, dan pembangunan insan adalah tiga aspek yang amat penting untuk pertumbuhan ekonomi, kekayaan, dan kemakmuran sesebuah negara. Perdagangan memainkan peranan yang semakin meningkat dalam ekonomi dunia melangkaui dekad lepas. Di kedua-dua negara maju dan membangun, perdagangan dijangkakan mencipta pekerjaan dan meningkatkan pendapatan untuk berjuta-juta penduduk. Pada masa yang sama, kebanyakan penduduk masih belum mendapat manfaat. Menurut UNDP (2006), perdagangan pasti dapat meningkatkan pembangunan insan. Pembangunan insan adalah proses memperluaskan pilihan seseorang. Ia meletakkan kepentingan terhadap tiga keperluan untuk manusia; untuk menikmati kehidupan yang sihat dan berpanjangan, untuk memperoleh pengetahuan, dan mempunyai hak untuk menggunakan sumber yang diperlukan untuk taraf hidup yang beradab dan persekitaran mereka. Sekiranya pilihan penting ini tidak ditawarkan, banyak peluang lain menjadi tidak dapat dicapai. Indeks Pembangunan Insan (HDI) menjadi piawai bagi mengukur pembangunan insan. Indeks-indeks komponennya mengukur jangkaan hayat, celik huruf dan pendidikan, dan Keluaran Dalam Negara Kasar (GDP) per kapita.

Tujuan kajian ini adalah untuk menyelidik kesan perdagangan terhadap penciptaan pekerjaan, pembangunan insan, kesihatan, dan pendidikan di negara maju dan membangun. Pertama, untuk kesan perdagangan terhadap penciptaan pekerjaan, kajian ini meninjau samada peningkatan dalam perdagangan di negara maju dan membangun boleh mencipta atau memusnahkan pekerjaan. Kedua, untuk kesan perdagangan terhadap pembangunan insan, kajian ini cuba untuk membincangkan adakah perdagangan mempengaruhi atau tidak pembangunan insan. Selanjutnya, kajian ini cuba untuk menilai saluran mana; pendapatan, pekerjaan, atau kualiti institusi, boleh mempengaruhi pembangunan insan. Seterusnya, untuk mengkaji kesan perdagangan terhadap kesihatan dan pendidikan, kajian ini berusaha untuk melihat samada peningkatan dalam perdagangan mempunyai kesan yang baik atau sebaliknya terhadap kesihatan dan pendidikan. Kajian empirikal yang sistematik berdasarkan kepada *Generalized Method of Moments* (GMM) telah dilakukan oleh kajian ini. Bagi isu yang pertama, kajian ini menumpukan kepada tempoh masa dari 1980 hingga 2009 untuk 81 negara; 30 negara maju dan 51 negara membangun. Bagi dua isu yang lain, kajian ini

memfokuskan kepada tempoh masa dari 1980 hingga 2007 untuk 90 negara; masingmasing 32 dan 58 dari negara maju dan membangun.

Dapatan dari isu pertama secara jelas menunjukkan jumlah perdagangan yang terdiri daripada eksport dan import adalah tidak signifikan terhadap penciptaan pekerjaan untuk negara membangun. Namun, persamaan eksport mendapati kesan positif eksport terhadap penciptaan pekerjaan pada negara membangun. Sebaliknya, persamaan import menunjukkan kesan negatif terhadap penciptaan pekerjaan di negara maju. Bagaimanapun, dapatan untuk kesan perdagangan terhadap pembangunan insan menunjukkan jumlah perdagangan tidak mempunyai kesan terhadap pembangunan insan. Dapatan saluran pekerjaan menunjukkan kesan positif dalam mempengaruhi kesan jumlah perdagangan terhadap pembangunan insan di negara maju. Secara keseluruhan, untuk ketiga-tiga saluran; pendapatan, pekerjaan, dan institusi, peningkatan dalam jumlah perdagangan tidak mempengaruhi pembangunan insan untuk negara membangun. Dapatan bagi isu terakhir jelas menunjukkan jumlah perdagangan mempunyai kesan negatif terhadap kesihatan di negara membangun. Seterusnya, dapatan perdagangan dan pendidikan menunjukkan jumlah perdagangan tidak mempengaruhi pendidikan.

Dapatan empirikal mendapati bahawa eksport adalah penentu yang signifikan secara statistik bagi penciptaan pekerjaan pada negara membangun, manakala import adalah penentu yang signifikan secara statistik bagi penciptaan pekerjaan di negara maju. Seterusnya, dapatan empirikal juga menunjukkan bahawa saluran pekerjaan adalah penentu yang signifikan secara statistik bagi pembangunan insan di negara maju. Oleh yang demikian, perdagangan harus dititikberatkan jika penciptaan pekerjaan dan pembangunan insan akan diambilkira sebagai objektif dasar yang sesuai. Secara khusus, untuk mencipta pekerjaan, dasar utama harus fokus terhadap kedua-duanya melalui peningkatan eksport di negara membangun. Pada masa yang sama negara maju perlu menghasilkan serta meninggalkan barang-barang dan perkhidmatan untuk kegunaan dalam negara terutamanya bagi industri yang mempunyai faedah berbanding dalam pengeluarannya. Bagi meningkatkan pembangunan insan, dasar harus fokus terhadap kedua-duanya melalui pendidikan formal dan meningkatkan kemahiran.

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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LIST OF ABBREVIATIONS

2SLS Two Stage Least Squares

AR(2) Autoregressive Process of Order 2
ASEAN Association of South East Asian Nations

CGE Computable General Equilibrium

CPI Consumer Price Index

DIF-GMM Differenced Generalized Method of Moment

DV Dependent Variable
EC Economic Community
EDI Education Index

EKC Environmental Kuznets Curve

EU European Union

FDI Foreign Direct Investment

FGLS Feasible Generalized Least Squares

GDP Gross Domestic Product

GMM Generalized Method of Moment
HDI Human Development Index
HDR Human Development Report

H-O Heckscher-Ohlin

H-O-S Heckscher-Ohlin-Samuelson
ICRG International Country Risk Guide
IFS International Financial Statistics

IIT Intra-Industry Trade

ILO International Labour Organization
IMF International Monetary Fund
IRIS Integrated Risk Information System

ISIC International Standard Industrial Classification

IT Information Technology
ITS International Trade Statistics

ITU Indirect Trade Utility
IV Instrumental Variables
LEI Life Expectancy Index

MDG Millennium Development Goals
MENA Middle East and North Africa

NAFTA North American Free Trade Agreement

NIC Newly Industrializing Countries

OECD Organization for Economic Cooperation and Development

OIC Organization of Islamic Conference

OLS Ordinary Least Squares

PCA Principal Component Analysis
PPP Purchasing Power Parity
P&D Passersh and Davelenment

R&D Research and Development RCH Resource Curse Hypothesis

RER Real Exchange Rate

SHD Sustainable Human Development

SITC Standard International Trade Classification

SMEs Small and Medium Enterprises

S-S Stolper-Samuelson

SYS-GMM System Generalized Method of Moment

TDR Trade Development Report

TRIPS Trade-Related Aspects of Intellectual Property Rights

UK United Kingdom

UNDP United Nations Development Programme

US United States of America

WDI World Development Indicators

WTO World Trade Organization

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Trade has played an increasing role in the world economy over the past decades as proven by the fact that the growth of real trade has exceeded the world output. World exports of goods and services nearly tripled in the year between 1990 and 2007, which is a 7.0 per cent annual average growth rate. Additionally, foreign direct investment (FDI) increased 9 folds between 1990 and 2008. More people are moving abroad, more investors are buying foreign stocks, and more companies are expanding to overseas markets. However, the volume of world merchandise trade grew 5.0 per cent in 2011, accompanied by global output growth of 2.4 per cent. This marks a significant slowdown growth rate from 2010, when trade advanced 13.8 per cent and output expanded by 3.8 per cent. In fact, a slower growth in both trade and output was expected in year 2011, and multiple economic shocks held back their economic activity and trade during that year.

In both developed and developing countries, trade has seemingly created employment and better earnings for millions of people. However, countless of individuals, comprising poor farmers were marginalizing by trade barriers⁵ and unclear prices of agricultural. Moreover, employees, who misplace employments in domestic industries because of tariffs⁶ reduction on challenging imports and women, who earn higher earnings and better working environments. They although face the possibility of dislocation succeeding the pulling out of textile quotas; as well as abroad employees, who head off their family lagging behind also face inequity as well as misuse seeking employments that be able to direct towards improve survives back home.

Trade openness is able to produce a further incentive that will help create employment opportunities for the world. Therefore, the role of trade on employment is clear. Gaining from trade in general is more important than the costs connected with the labor rearrangement plus capital, for the well-organized uses. The challenge for both developed and developing countries is to create more employment. Enormous studies have been carried out attempting to give explanation on why some countries have

¹ World Bank, 2010.

² They are moving temporarily or permanently.

UNCTAD, 2011 and WTO, 2012.

⁴ The nuclear incident, tsunami, and earthquake that beat Japan in March 2011 suddenly lower the country's exports in the second quarter, whereas flooding in Thailand decrease the supply of key parts and components in the fourth quarter as well as further distort networks of global production. Turmoil in North African countries takes a toll on the region's exports, particularly in Libya, where oil production and exports plunge. Lastly, negative gross domestic product (GDP) growth in the European Union diminish demand for imported goods in the fourth quarter as the euro sovereign debt crisis came to a head (WTO, 2012).

⁵ Trade barriers are tariff and quota; nontariff barriers are quantitative restrictions, price and earnings restrictions, and trade-restricting regulations.

⁶ The declining of tariffs has given to a fast development in trade.

comparatively higher unemployment rates than others, but less attention has been focus to countries' relative performance in employment creation, or net employment growth.

According to UNDP (2006), trade can definitely enhance human development. That mainly concerns on expanding individual's opportunities as well as preferences. In particular, the poor community and the progressing are necessary to human freedoms and human rights (UNDP, 1990). In fact, trade can contribute to human development using two approaches; the family and the national level. Initially, employment-led has increased average household earnings along with expenditure. Typically, the extra earnings are used for their children's education, to improve nutrition and health care and on enhancing skills, which helps improve the human capabilities level. Subsequently, trade can influence government's decision on policies as well as expenses. Indeed, human development is able to gain from an increase in government income when directed towards reducing income gap, gender inequality and improving education and health care systems at the national level.

Congruently, the linkages between trade, health, and education have drawn attention nowadays. To be specific, the relations involving trade, trade agreements as well as health have been the focus of extreme international discussion in current years as resulted in the signing of the World Trade Organization's Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS). The TRIPS have produced a new global system of patent protection that could inflate prices of pharmaceutical and decrease the rights to use demanded vaccines and medicines. One should be concern that the trade agreement accompanied by bilateral and regional trade agreements states that additional support patent protection presumably might shrink entrance to pharmaceutical drugs particularly within the poorest households in developing countries. On the same ground, the discussion about trade and health in addition reveal fears regarding the effect of international trade on health systems. For example, further liberalization and trade flows in products of agricultural possibly will raise risks connected with food safety and the international spread of infection.

Likewise, trade is likely to advance standards of education through providing individuals with better encouragements to develop their expertise. One of the obvious direct effects of trade on education can be observe in better specialty. Such as, a potential increase in the demand for outsourcing personnel in India and in most developing countries has led the information technology (IT) training institutions to grow rapidly. At the same time, other groups have better admittance to education; this can indirectly get better health and life expectancy. It is not simply due to better knowledge of hygiene but due to better life achievement and empowerment resulting from being capable to connect individual abilities. Our hypothesis is that openness to trade will help raise the levels of education and the index of education rate of adult literacy as well as gross enrolment ratio. This is because education facilitates individual to achieve employments and better living. It will also contribute to the whole development and achieve a higher income per capita.

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⁷ Smith et al. (2009).

1.1.1 Sub Export, Import, and Total Trade in Developed and Developing Countries

Obviously, nations that are involve in trade for goods and services are competitive. This will create a comparatively lesser cost and can be in substitute for goods and services. If a nation is involved in international trade, then its households' real purchasing power increases. Their earnings enlarge further since they are able to find imported goods and services at a lower cost than they have been obtaining domestically. The country as a whole benefit, too. Comparatively, it can produce higher GDP from its land, labor and capital since it is not utilizing them to create things that other nations can create at lower resource cost. When a nation releases its boundaries to free movement in and out of goods and services, the market then offers the encouragement to move the nation's resources into their highest-value uses, thus supporting economic growth.

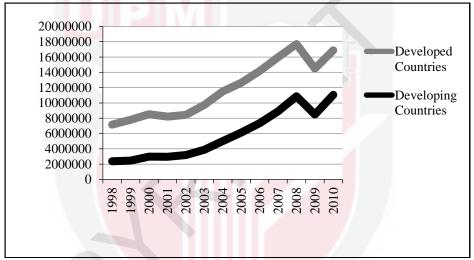


Figure 1.1. Total Trade (Million Dollars) in Developed and Developing Countries (1998-2010)

(Source: WTO, International Trade Statistics, 2009 & 2011. Download the data: www.wto.org/statistics)

Empirically, expanding trade has been an important determinant of economic growth and wealth for developed and developing countries. Figure 1.1 refers to the total trade in developed and developing countries from 1998 to 2010. Its exhibits an increasing pattern for the year 2008 and previous years. Figure 1.2 refers to the annual growth rate (%) of export, import and total trade in developed and developing countries from 1998 to 2010. During that period, the export increased 130 per cent, import raised 142 per cent and total trade increased 136 per cent for developed countries. While, for developing countries, the export increased 404 per cent, import raised 335 per cent and total trade increased 370 per cent during the same duration. In contrast, export, import and total trade for developing countries have increased more than three times compared to developed countries.

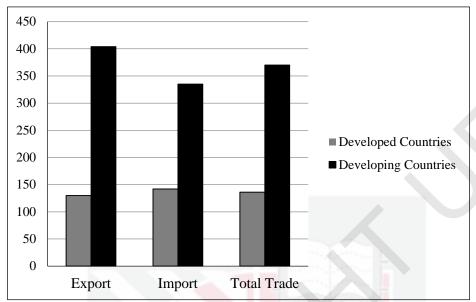


Figure 1.2. Annual Growth Rate (%) of Export, Import, and Total Trade in Developed and Developing Countries (1998-2010)

(Source: WTO, International Trade Statistics, 2009 & 2011. Download the data: www.wto.org/statistics)

1.1.2 Employment in Developed and Developing Countries

Developed and developing countries are very much dependent on internal and external demand in creating employment for their increasing labor force. Unemployment is mainly a serious economic and social problem for now, since directly connected to poverty, especially in developing countries. On serious note, the effect of the global crisis has worsened the existing slow labor markets in the majority nations much earlier than the crisis contradicted. In year 2008, the overall employment-to-population ratio has been demonstrating a quick turn down whereby a big number of nations are now facing the maximum unemployment rates of the previous 40 years. Most importantly, employment creation should be given the main concern particularly in developing economic policy.

From this perspective, it is essential that a specific macroeconomic policy framework is built up to support employment creation in developed and developing countries. Historical practice as well as hypothetical thoughts proposed that a sustainable growth approach needs a larger dependence on internal demand, as has been the case in several nations more than the past 30 years. In such strategy, employment creation for attracting surplus labor would effect from a good circle of high investment in fixed capital guiding to more rapidly productivity growth with corresponding wage raises

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⁸ Generally, the labor force in a nation includes each person of working age (normally higher than a certain age-about 14 to 16, also under retirement-about 65) who is contributing workers, that is individual actively employed or looking for job. Individual exclude students, retired individual, stay-at-home parents, individual in prisons or identical organizations, individual employed in jobs or professions with not reported earnings, and discouraged workers who cannot get work.

⁹ UNCTAD, 2010.

that facilitate a stable growth of domestic demand. Particularly in developing countries, this possibly will require for a rethinking for a paradigm of export-led development based on keeping labor costs low.

Figure 1.3 shows the total employment from 1985 to 2010 in developed and developing countries. Total employment in developed countries exhibits an increasing pattern. Whereas, total employment in developing countries shows an increasing pattern for the first 10 years and decrease for the following years. Figure 1.4 refers to the annual growth rate (%) of employment in developed and developing countries between 1985 and 2010. The employment for developed countries has increased around 48.98 per cent per annum for that period.

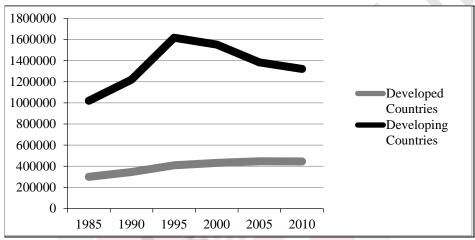


Figure 1.3. Total Employment (Number of Persons in Thousands) in Developed and Developing Countries (1985 - 2010)

(Source: IMF, International Financial Statistics, 2011).

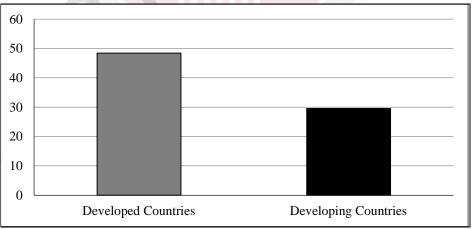


Figure 1.4. Annual Growth Rate (%) of Employment in Developed and Developing Countries (1985-2010)

(Source: IMF, International Financial Statistics, 2011).

Likewise, for developing countries, the employment showed a similar pattern, during the duration from 1985 to 2010, it has increased about 29.52 per cent per annum. Comparatively, the employment for developed countries had increased more rapidly as than developing countries.

1.1.3 Human Development, Health, and Education in Developed and Developing Countries

Human development is a development of expanding individual's options. It puts the importance on the three essentials for individual; to lead a lengthy and well life, to obtain knowledge, as well as to have rights to use resources required for a respectable living standard. Once these important options are not offered, a lot of other chances stay unreachable. The Human Development Index (HDI) has become a standard for measuring human development. Its element indices assess life expectancy, literacy and education, as well as GDP per capita. The HDI is a statistical tool used to measure a country's overall achievement in its social and economic dimensions. The social and economic dimensions of a country are based on the health of people, their level of education obtained and their standard of living.

What has influence the fast growth in trade on human development, both in developed and developing countries? It is difficult to evaluate such an enormous area, which reports for almost 60 per cent of the population in the world. This is also very various as there are differences in wealth as seen in the per-capita income in the wealthiest nation is above 30 times more than in the poorest. Among the nations as well, there are remarkable differences among the wealthiest and the poorest, together in wages and the quality of life.

Economic growth links trade to human development in which it could directly benefit human development through economic growth. All at once, trade could broaden individual's options through enlarging markets for goods and services and through offering steady income for families. Likewise, trade is able to enhance individual's economic participation in presenting employment, access to credit and markets for goods. Such developments allow individuals to be able to promote contribution in political. Additionally, higher employment directs to better earnings that, if use on health and education will enlarge individual's competencies. Moreover, governments are able to exploit trade's economic benefits to enhance equity¹⁰ within dissimilar groups of people or nations.

For instance, the countries displayed here are selected from developed and developing countries showed the pattern of the HDI, life expectancy index (LEI), and education index (EDI). The distributions of those countries from 1980 to 2011 are revealed in Table 1.1. The initial column reveals the HDI rank for that particular country. For developed countries, the dataset selects from 32 countries. All these countries are high in human development. During that period, the indices are increasing for

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¹⁰ If earliest situations of earnings, assets, and work allocation, also access to credit, trainings/education and health care services are unbalanced, a transform in trade policy could not offer improved effects to the disadvantages groups.

Table 1.1. Indices in Developed and Developing Countries (1980 – 2011)

HDI	Developed Countries ;		1980			1990	•		2000		(1)00	2010			2011	
Rank	High HD	HDI	LEI	EDI	HDI	LEI	EDI	HDI	LEI	EDI	HDI	LEI	EDI	HDI	LEI	EDI
1	Iceland	0.762	0.893	0.644	0.807	0.917	0.727	0.863	0.942	0.839	0.896	0.973	0.912	0.898	0.975	0.912
2	Norway	0.796	0.877	0.725	0.844	0.891	0.820	0.913	0.926	0.946	0.941	0.961	0.985	0.943	0.964	0.985
3	Canada	0.817	0.868	0.811	0.857	0.904	0.875	0.879	0.932	0.883	0.907	0.960	0.927	0.908	0.962	0.927
12	Finland	0.759	0.844	0.699	0.794	0.871	0.740	0.837	0.910	0.803	0.880	0.943	0.877	0.882	0.946	0.877
13	Denmark	0.783	0.857	0.732	0.809	0.866	0.774	0.861	0.892	0.872	0.893	0.925	0.924	0.895	0.928	0.924
14	Austria	0.740	0.829	0.640	0.790	0.875	0.709	0.839	0.916	0.785	0.883	0.957	0.858	0.885	0.960	0.858
15	United States	0.837	0.851	0.868	0.870	0.871	0.917	0.897	0.896	0.937	0.908	0.921	0.939	0.910	0.923	0.939
21	United Kingdom	0.744	0.844	0.656	0.778	0.877	0.688	0.833	0.910	0.778	0.862	0.947	0.815	0.863	0.949	0.815
23	Germany	0.730	0.839	0.608	0.795	0.874	0.721	0.864	0.916	0.860	0.903	0.951	0.928	0.905	0.953	0.928
33	Portugal	0.639	0.809	0.472	0.708	0.856	0.568	0.778	0.892	0.691	0.808	0.935	0.739	0.809	0.938	0.739
	Developing Countries ;	High HI)													
46	Argentina	0.669	0.779	0.583	0.697	0.813	0.681	0.749	0.848	0.751	0.794	0.879	0.806	0.797	0.882	0.806
47	Uruguay	0.658	0.792	0.581	0.686	0.828	0.640	0.736	0.863	0.707	0.780	0.896	0.763	0.783	0.899	0.763
51	Mexico	0.593	0.735	0.429	0.649	0.802	0.518	0.718	0.857	0.631	0.767	0.895	0.726	0.770	0.898	0.726
63	Malaysia	0.559	0.747	0.423	0.631	0.789	0.534	0.705	0.822	0.654	0.758	0.851	0.730	0.761	0.855	0.730
70	Brazil	0.549	0.670	0.402	0.600	0.730	0.486	0.665	0.791	0.599	0.715	0.838	0.663	0.718	0.844	0.663
	Developing Countries ;	Medium	HD													
76	Turkey	0.463	0.576	0.298	0.558	0.679	0.410	0.634	0.780	0.503	0.696	0.847	0.583	0.699	0.851	0.583
81	Thailand	0.486	0.718	0.361	0.566	0.828	0.417	0.626	0.828	0.516	0.680	0.851	0.597	0.682	0.854	0.597
84	Iran	0.437	0.490	0.279	0.534	0.659	0.390	0.636	0.785	0.528	0.707	0.832	0.640	0.707	0.836	0.640
102	Philippines	0.550	0.681	0.525	0.571	0.712	0.578	0.602	0.738	0.636	0.641	0.764	0.684	0.644	0.769	0.684
109	Indonesia	0.423	0.593	0.346	0.481	0.664	0.390	0.543	0.721	0.484	0.613	0.772	0.584	0.617	0.779	0.584

Notes: The indices values in this table were calculated using a consistent methodology and data series. They are not strictly comparable with those in earlier Human Development Reports. The acronyms are defined as follows: HDI = Human Development Index; LEI = Life Expectancy Index; EDI = Education Index. (Source: UNDP, International Human Development Indicators, 2011). Download the data: http://hdrstats.undp.org/en/indicators/default.html

each country. Meanwhile, for developing countries, the dataset is selected from 58 countries, which consists of high and medium human development countries. Obviously, the indices showed an increasing pattern throughout that period. In a comparative sense, the HDI, LEI, and EDI indices in developed countries are relatively higher than developing countries. The other nations are not included in the calculations because their data were missing for a year and some more than few years of the indices.

1.2 Problem Statements

This section presents the problem statements associated with the current situations being discussed above. This study focused on developed and developing countries to see the comparison between countries with different basis of economy, living standards, per capita income, literacy rate, technological infrastructure etc. According to WTO (2008), trade in developed and developing countries has increased till date. Specifically, trade for developing countries had increased more than developed countries. Increasing in trade might bring both opportunities and challenges for developed and developing countries' economies. One of the main challenges is employment creation; moreover, the impact of trade on employment creation is uncertain. The effect depends on the amount of employment created within foreign firms as well as the effect of trade on employment creation in domestic firms. Their labor force is still increasing quickly, requesting the continuous generation of additional employments for the new entrants.

The first important issue to be considered would be impact of trade on employment is the possible link between increasing in trade and employment. The growth in trade trend will certainly affect employment creation. Many formal employments will be created in the modern sector¹¹, while some employments may be eliminated especially those noncompetitive in the traditional sector¹². The process of economic development in common and of employment creation for the increasing population specifically, needs an extension of modern activities and the rearrangement for labor from the traditional to the modern sectors. Indeed, such processes require an enhancement in labor productivity in the entire economic sectors.

The theory of Heckscher-Ohlin-Samuelson (H-O-S) supports the process of labor reallocation from the traditional to the modern sectors. This theory gives an obvious forecast concerning the impact of trade on employment. When trade blockades are decreased, the import substitution sector shrinks whereas the export oriented sector enlarges; *ceteris paribus* employment in the previous refuses, at the same time employment in the latter enlarges. This specifies that the declining of trade barriers have a fast development in trade. The simple theory of H-O-S meaning that trade consequences in a rearrangement of employment vanished from the import substitution sector to the export oriented sector.

agricultural activities.

12 Traditional sector means low productivity also a majority of returns to scale of production activity likes traditional agricultural sector.

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¹¹ Modern sector means production takes place in structured units with suitable income employments, likes industry (including mining, manufacturing, construction, and power), services, also a few innovative agricultural activities

The second important issue considers the effect of trade on human development, which has two main issues. The first issue is on measurement of human development and the second issue is the channel to show the effect of trade on human development. Protrade disputes commonly deliberate on a positive linkage relating trade and per-capita income. As discussed before, this study suggests spreading out the discussion in concentrating on the effect of trade on a wider social development. Regarding the measurement of human development, the previous measurement is still inadequate because they limited their focus on per-capita income; it is a narrow definition to measure human development.

The HDI represents a wider meaning of well-being also offers a complex measure of three fundamental elements of human development; income, health, and education. HDI consists of two main targets that are economics and welfare. Economy targets on income, whereas welfare targets on health and education. To improve the human life, the countries must focus on both economics as well as on welfare. Indeed, focusing solely on economy will lessen the problem of poverty and income disparity. However, if welfare is neglected, the country will face social disparity problem.

The second issue is the channel in which to show the effect of trade on human development. The UNDP (2006) suggested that trade impact on human development through both direct and indirect effect. For the indirect effect, trade leads to improved human development through two channels; income and employment. Their study exhibits that the employment is the most important channel for these impacts of trade on human development. However, these two channels are insufficient. According to Kaufmann and Kraay (2008) and Acemoglu et al. (2004), institutional quality is also an important channel need to be considered. Therefore, this study also takes into account the institutional quality channel. We study the effect of trade on human development specifically, which will incorporate trade and human development simultaneously by inclusion institutions channel. We attempt to evaluate which channel might influence to promote human development in developed and developing countries.

The third important issue to be considered is the impact of trade on two components of HDI; health and education indices. The essential issue in considering the impact of trade on health as well as education is the possible link involving trade and non-income components of the HDI. An enormous of study on the topic reported that there is a positive relationship among international trade and income, ¹³ yet there are controversial issues about their impact, in particular. Studies revealed the positive connection involving trade and income are frequently condemned with the dispute that "developments have to define more than just rising incomes". Income is a crucial element of HDI as well as it is commonly received that there is a positive connection linking trade and income. Therefore, this study aims to deal with this controversy in investigating the effect of trade on nations' social developments as considered by the HDI.

Our hypothesis is that improvement in trade will facilitate the expansion on health and education indices. Trade may be expecting to get better health via rising income and employment. Additionally, trade have supposed to increase standards of education with providing individuals better encouragements to develop their abilities. Since health and

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¹³ For instances Frankel and Romer (1999), Irwin and Terviö (2002), Dollar and Craay (2004), and Davies and Quinlivan (2006).

education improved, they should also contribute to overall improvement in HDI. Nevertheless, even if there is an improvement in trade and income, the HDI is not improving. Due to this situation; when trade and income improves, the HDI does not improve. This study attempts to focus on the composition of HDI, which is health and education separately.

In conclusion, we can improve our economy through trade since trade positively offers employment opportunities to millions of people. However, improvements in trade will create trade distortion. Specifically, the world trade in agricultural and textiles are greatly distorted. This trade distortion will definitely destroy the employment in those countries. Therefore, the effect of trade on employment creation is indecisive. Thus, this study attempts to explore whether improvement in trade in developed and developing countries can create or destroy employment.

Additionally, there is a positive connection between trade and human development. Furthermore, trade advance a better living standard, which, sequentially, leads to better health care and higher spending on education. Specifically, the trade's manipulation on income is direct, whereas trade's manipulation on non-income is indirect. Hence, other than to investigate the effect of trade on human development, this study attempts to explore the HDI components. Thus, we can improve our economy through human development. Particularly, whether improvement in trade in developed and developing countries contain a positive or negative impact on health and education.

In other words, this study attempts to respond to the below questions:

- (i) Does international trade significantly influence employment creation, human development, health, and education in developed and developing countries?
- (ii) If international trade is significant, is the relationship positive or negative?
- (iii) What impact has the fast enlarge in trade had on human development in developed and developing countries through three channels; whether employment, income, or institutional quality channels influence to promote human development?

1.3 Objectives of the Study

The general objective of the study is to examine the linkages between trade, employment creation, human development, health, and education in selected developed and developing countries.

The specific objectives are:

- (1) To investigate the impact of trade on employment creation in developed and developing economies
- (2) To examine the impact of trade on human development in developed and developing economies through direct and indirect effect; whether income, employment, or institutional quality channels have influence on human development
- (3) To determine the effect of trade on health and education in developed and developing economies

1.4 Significance of the Study

The present study provides several important contributions to the existing literature in several aspects, such as knowledge, methodology, and policy. First, to our knowledge, this study provides comprehensive study that incorporates developed and developing countries altogether. An early study in this issue previously was carried out in a multicountry case study. However, this study focuses on the case of developed and developing countries. The findings of our study can provide an assessment of the magnitude of the problems associated with trade, employment creation, human development, health, and education, respectively.

Second, the findings of this study can provide a substantial input for the government in its policy formulation with regard to trade, employment creation, human development, health, and education. For example, in the human development perspective, trade can definitely improve human development. However, it can bring new risks. 14 The challenge for the government and policy maker towards creating a trading regime is specifically not only extra stability and equitability but aggressively encourages human development, whether through employment, income, or institutional quality channels. Third, policy makers, social partners and other relevant institutions can apply the results of this study. This is to assess the effect of trade and to design effective yet rational policies that can respond to the adjustment challenge and promote trade, employment creation, human development, health, and education. This is helpful since it provides more comprehensive features on the severity of the problems. Fourth, in addition, this study contributes to the literature on trade, employment creation, human development, health, and education. Specifically, it provides the empirical evidence on the significant role of trade on employment creation, human development, health, and education, respectively.

1.5 Scope of the Study

This study focused on developed and developing countries. In choosing the respective countries, the World Bank¹⁵ classification of developed and developing countries has been referred to. The rationale behind the specified samples is to compare the effect of trade in two groups. Specifically, how the trade in developed and developing countries will affect each other. Therefore, as to examine the effects of trade on employment creation, this study focuses on the period from the year 1980 to 2009. The dataset consisted of 81 countries; including 30 countries from developed and 51 countries from developing countries.¹⁶ Furthermore, to investigate the effects of trade on human development, health, and education, this study focuses on the period from year 1980 to 2007. The dataset consisted of 90 countries; including 32 and 58 countries from

¹⁴ Trade has supposed that it can create employment and better earnings. However, a lot of individual thus far to gain, poor farmers; marginalized by trade restrictions and unclear agricultural prices, employees; misplace employments in domestic industries, women; earn better earnings and working environments although face the possibility of dislocation succeeding the pulling out of textile quotas, as well as abroad employees; head off their family lagging at the back also face inequity and misuse in seek for employments that be able to direct to improve survives back home.

¹⁵ World Bank, July 2008 (http://web.worldbank.org/).

¹⁶ Turn to Appendix on Table A.1 for a list of countries.

developed and developing countries, respectively.¹⁷ The others countries are excluded in this study due to the difficulty in obtaining data.

1.6 Organization of the Study

This study consists of five chapters. The chapters are organized as follows. Chapter One is the Introduction which comprises research background, problem statements, objectives, significance, theoretical framework, and scope of the study. Chapter Two discusses the theory and the empirical evidence on trade, employment creation, human development, health and education. Chapter Three presents the models, methodology, data and their sources, and variable definitions. Chapter Four discusses the results based on the empirical analyses. The final chapter provides summary, major findings, policy implications based on the findings, constraints of the study, also some recommendations for further study.

¹⁷ Turn to Appendix on Table A.2 for a list of countries.

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