

## **HUMAN RESOURCES CONCERNS IN PRSPs**

**ECOSOC High-Level Segment 2002**  
**Ministerial Roundtable Breakfast on “Incorporating human resources concerns into**  
**the PRSP process: Lessons Learned”**  
**2 July 2002**  
**Prepared by UNDP**

In PRSP dialogue and formulation, the issue of human resource development (HRD) has entered the discussion in three distinct ways :

- Highlighting education as an instrument in the poverty reduction strategy
- Stressing the notion of skill formulation and building human capital for productive employment
- Emphasizing the notion of capacity development, particularly within the government.

Education has been highlighted in many Poverty Reduction Strategy Papers (PRSPs) as a basic social service, access to which has been argued to be critical for overcoming the broader dimensions of poverty and social exclusion. Education not only provides people with a means for livelihood, but it also gives them knowledge, self-esteem, confidence, and social skill for to participate and interact.

Human capital and skill formation are important elements for productive and remunerative employment, a critical ingredient for overcoming poverty. But again, productive employment is an important notion that gives people self-esteem, satisfaction, a sense of achievement, and a means for participation in the society.

The issue of capacity development has taken many routes in the PRSP process – creating and upgrading human resources for strategy formulation, for policy and programme implementation and for monitoring and evaluation, all in the area of poverty reduction.

In the PRSP process, UNDP has been and is deeply involved in these areas in a number of countries. UNDP has helped countries like Cameroon, Rwanda and Uganda to bring the issue of education as a major theme in their PRSPs. Both in Burkina Faso and the Gambia, UNDP helped countries in linking the issue of information and communication with education. UNDP assistance to PRSP in Madagascar was instrumental in emphasizing the importance of human skill formation as an instrument against poverty. Its support to Central African Republic resulted in integrating training as an element of the National Poverty Reduction Plan and also for its PRSP. UNDP has also been very active in including the complementary issue of micro-credit the PRSPs of Cote d’Ivoire, Guyana, Nepal and Pakistan. UNDP’s major contribution in the area of HRD has, however, been in capacity building for poverty reduction. And it has taken various forms in different countries: capacity building for poverty assessment and monitoring, capacity building for economic management and capacity building for poverty statistics. UNDP has undertaken a review of PRSP experiences in 60 countries.

Some basic key questions that need to be focused in areas of human resources and PRSP are :

- How can the access to education be put as a center stone to overcoming multidimensional poverty and what strategies can be developed to enhance such access?
- How can the issue of information technology be linked to education?

- What strategies should be put in PRSPs for creating better human capital through training and skill formation for productive and remunerative employment?
- What needs to be done to develop capacity building, both within and outside the government, for formulating poverty reduction strategies, for implementing them and for poverty assessment and monitoring?