

**Enhancing human capital for national economic competitiveness:
Assessment of international experience**

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Abstract. The innovation component, one of the most important parts of which is human capital, is beginning to play a leading role in the modern conditions of economic development. This determines the research relevance of assessing its condition and opportunities for its development in different countries. The study aimed to analyse human capital in developed countries and to find opportunities for using their experience in Kazakhstan. Within the framework of the research, the possibilities of the Republic of Kazakhstan to increase its competitiveness in the international arena were assessed. The state of certain components of human capital in the country was also described, namely in the context of education and health care, and positive trends in these areas were noted. By analysing the experience of developed countries, ways to increase the level of human capital in the country were shown. Reforms should be aimed at improving the quality of education and making it more selective: in other words, it should become less accessible to increase its value. Concerning health care, the country should undertake reforms that would be aimed at developing insurance in the field to enable the provision of health care services to citizens. The study also showed that by implementing such reforms, the country can achieve significant positive results in human capital development in the long run. The work brings new knowledge for assessing the innovativeness of economic development, as well as finding new solutions and opportunities to improve the state of human capital in Kazakhstan

Keywords: public policy; international relations; innovation; education; health care

Introduction

Innovative economic development is a key factor determining competitiveness and sustainability in competition with other countries. It refers to the creation, adoption and scaling up of new ideas, technologies and approaches that increase productivity, reduce costs, and improve quality of life. The latest technologies drive economic growth by creating new markets, jobs, and development opportunities. They also play a significant role in addressing global challenges related to health or the environment. In turn, one of the most important components of innovative development is human capital. It is the totality of knowledge, skills, experience, and abilities that a country's citizens possess. It includes both the level of education of the population and the innovations they propose and develop. It can also include the entrepreneurship of the local population, which is a special personality trait that, among other things, allows the introduction of the latest technologies. Considering all the above information, it remains relevant to research the assessment of human capital in different countries.

Many scientists studied the assessment of the development of innovativeness in Kazakhstan. G.K. Issayeva *et al.* (2020) assessed the scientific and innovative development of Kazakhstan. They showed that science and innovation in Kazakhstan suffer from underfunding, and state funding of innovation activities is inefficient. In addition, the scientists formed certain recommendations for the formation of state policy in this direction, but without assessing foreign experience. Nevertheless, little attention was paid to the human capital component. A. Kazhmuratova *et al.* (2020) assessed the innovative development of Kazakhstan in the context of solving environmental problems. Scientists noted the importance of introducing new technologies in the country to operate enterprises and reduce their emissions into the environment more efficiently. Researches also noted tips for the formation of public policy in this direction, but primarily in terms of legislation, ignoring other areas.

R.E. Janshanlo *et al.* (2019) described the existing trends in the context of human capital management in the

country. The scholars highlighted the role of increasing life expectancy, reducing poverty and providing quality education for the development of human capital in the country. However, the study did not provide a detailed analysis of the factors influencing the effectiveness of these policies. D. Toimbek (2022) described the formation of human capital in Kazakhstan, but he did it rather superficially, without a deep analysis of cause-and-effect relationships. Moreover, the study lacked empirical data to support its conclusions.

S.S. Baktymbet *et al.* (2023) analysed human capital as a driving force of economic growth, emphasising investments in research and development (R&D) and higher education as key factors for improving human capital. The study identified both the strengths and weaknesses of Kazakhstan in this regard, and advocated for increased enrolment in higher education to align with global trends. Furthermore, they stressed that improving the quality of university education and aligning it with international standards is essential for enhancing the competitiveness of the Kazakhstani workforce. Another study by K. Bokenchin *et al.* (2024) examined the impact of technological innovations in Kazakhstan's mechanical engineering sector, demonstrating that increased R&D investment and accelerated technology adoption could significantly improve production efficiency. Despite the focus on the industrial sector, the findings underscore the broader significance of innovation policies for human capital development. However, the research did not sufficiently explore the role of vocational education and training in preparing the workforce for these technological transformations.

R.E. Janshanlo *et al.* (2020) provided a comprehensive analysis of human capital composition in Kazakhstan, underscoring the need for continuous investments in education, skills, and health to enhance economic performance. The authors emphasised the role of human capital in fostering economic growth and global competitiveness. Nonetheless, the study was largely descriptive and lacked comparative insights from other countries with similar

economic structures. In a similar vein, I. Bumane *et al.* (2024) examined the role of human capital in Kazakhstan's manufacturing industry, demonstrating how workforce education, skill development, and professional training contribute to innovation and productivity. They highlighted the necessity of industry-academia collaboration to ensure that educational institutions produce graduates with the skills required by the labour market. However, further research is needed to quantify the specific impact of various educational initiatives on industrial growth.

The study aimed to assess the state of human capital in Kazakhstan, as well as in selected developed countries, and to find opportunities to apply their experience in the country's conditions.

Materials and Methods

The study utilised a diverse range of sources for data analysis. Data from H. Ritchie *et al.* (2023) were employed to assess the Human Capital Index, which quantifies human capital development on a scale from 0 to 1. The index data, provided by the World Bank (2020), were limited for Kazakhstan, covering only 2010, 2017, 2018, and 2020. Despite these limitations, the index remained relevant for examining human capital trends. Additionally, data from the Bureau of National statistics Agency for Strategic planning and reforms of the Republic of Kazakhstan (2023; 2024a; 2024b) were analysed to evaluate education and healthcare in the country. Although the dataset was somewhat constrained, it allowed for conclusions regarding the development of human capital in Kazakhstan. All calculations and visualisations were performed using Microsoft Excel. The study covered the period from 2010 to 2024, ensuring a more comprehensive analysis of trends in human capital development.

A systematic approach was applied to construct a unified model incorporating various factors influencing human capital. This approach facilitated a more precise assessment and ensured that the study's conclusions could be effectively applied in real-world conditions. A comparative analysis enabled the identification of similarities and differences in human capital development between Kazakhstan and selected developed countries, namely the United States, Germany, France, the United Kingdom, Japan, Canada, and Australia. The historical analysis allowed for the identification of long-term trends in human capital development, particularly in education and healthcare. Forecasting was used to estimate the potential future state of human capital in Kazakhstan based on past and current trends. Abstraction facilitated the selection of key factors influencing human capital while limiting extraneous variables. A graphical method was utilised to visualise analysed data, and statistical research methods were applied for quantitative data processing and evaluation.

The analysis of education considered key indicators such as primary school enrolment rates, higher education accessibility, and public spending on education as a share of GDP. The healthcare sector was assessed based on the

number of medical institutions, healthcare expenditures, and physician density. By incorporating comparative data from developed countries, the study aimed to identify best practices and potential policy recommendations for enhancing human capital in Kazakhstan.

Results

In modern conditions, one of the main long-term development goals of Kazakhstan is innovativeness. There are many reasons for this. Some of them are quite general: for example, innovativeness in general allows to bring great benefits in the long term by improving the country's competitiveness in the international arena (Sadyrova *et al.*, 2021). It can also generate large revenues for companies, and thus replenish the state budget, improving the country's economic and social prospects. Nevertheless, in the context of Kazakhstan, there are other reasons for this. In particular, one of the main positions of the country's foreign trade is oil, due to which the country's well-being largely depends on its sales. Although, on the one hand, the ability to have and sell to foreign markets large volumes of such resources brings significant dividends for the country, however, it has its risks associated primarily with the dependence on its sales and prices in the international market. As a result, it is impossible to predict future budget revenues accurately enough; this significantly complicates the country's forecasting capabilities and prevents it from thinking through its long-term policy. Thus, the diversification of the country's economy remains an important component, and the development of innovations is an important way to achieve this. In addition, since the country's foreign trade consists primarily of oil, this leads to long-term risks that may arise when the reserves of this product expire or when countries switch to renewable energy sources in the long term (Tjia, 2022). The sale of oil itself also does not create any added value, which does not create a significant advantage in its sale. All these factors allow us to better understand the motivation for increasing the role of innovative development in Kazakhstan. Certain steps have been taken in Kazakhstan to develop human capital in the country. Thus, the quality of education in higher education institutions has been improved in the country, although primarily in large cities, while in small towns the situation remains at approximately the same level. Certain steps have also been taken in the context of healthcare reform.

In general, human capital in a country consists of several indicators. They can be divided into two main ones: education (school, higher and formal education) and health (both physical and mental). Separately, it is possible to mention the experience, innovativeness, and competencies of citizens, but they somehow depend on the level of education in the country (Ponomarenko & Pysarchuk, 2024). Thus, research in the context of human capital should be primarily aimed at assessing these components. The most straightforward method of assessing human capital development is the Human Capital Index (World Bank, 2020; Ritchie *et al.*, 2023). Data for this index are known only in

2010, 2017, 2018 and 2020 for Kazakhstan; although such volumes of information do not allow making any conclusions about the state of human capital, they do provide some information. Thus, in 2010 its value was 0.59, in 2017 – 0.75, in 2018 – 0.78, in 2020 – 0.63. The decrease in 2020 may have been caused by the beginning of the COVID-19 pandemic, but in general, before that, there was an increase in this indicator, which indicates an improvement in the situation in terms of human capital. It is worth noting that Our World in Data also conducted a study on how

the level of human capital development interacts with gross domestic product (GDP) per capita. The data shows that both indicators are significantly correlated, which means that there may be a significant relationship between them.

As previously described, one of the components of human capital development is education. There are various indicators for assessing the level of education: for this paper, it was decided to analyse only a few of them, which could show the main trends that exist in Kazakhstan. They are shown in Figure 1.

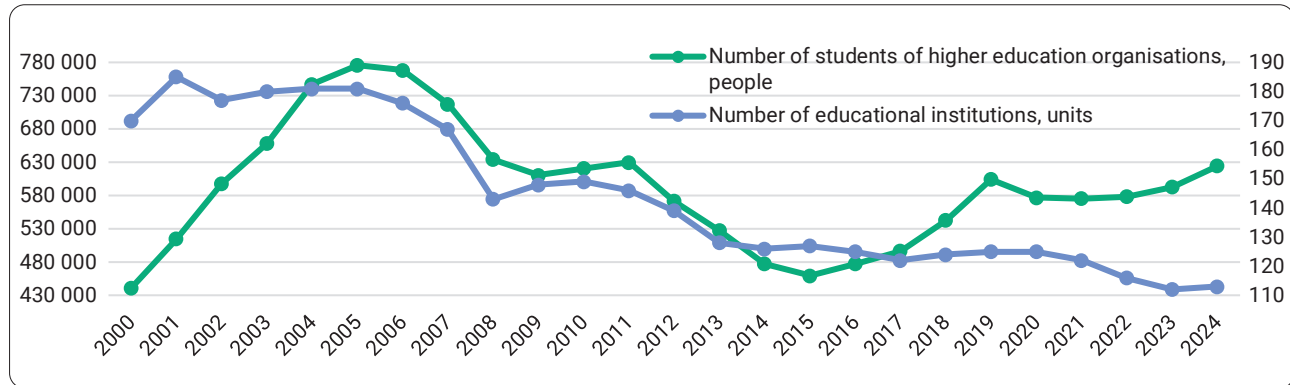


Figure 1. Data on the number of students in higher education organisations and the number of institutions in Kazakhstan from 2000 to 2024

Source: compiled by the authors based on Bureau of National Statistics Agency for Strategic Planning and Reforms of the Republic of Kazakhstan (2023; 2024a)

As can be seen from Figure 1, the number of educational institutions in the country is gradually decreasing. Nevertheless, this is not a negative sign: in fact, this trend is associated with the closure of inefficient and uncompetitive HEIs, which has generally had a positive impact on the ability to provide education-related services in the country. However, in 2024, the number of educational institutions began to increase. The situation with the number of students is not so unambiguous. The number of students gradually increased until 2005, but gradually started to decline

until 2015, after which it started to recover. The number of students continued to grow in 2023 and 2024, indicating a steady upward trend. The number of students as of 2022 is higher than in 2020, but the record numbers were much higher in 2004. Thus, it is possible to state the existing difficulties in the context of education development in Kazakhstan. It is also worth considering data characterising the health sector. Official statistics do not provide them in large quantities, but some data can be emphasised from them as well. Information in this context is shown in Figure 2.

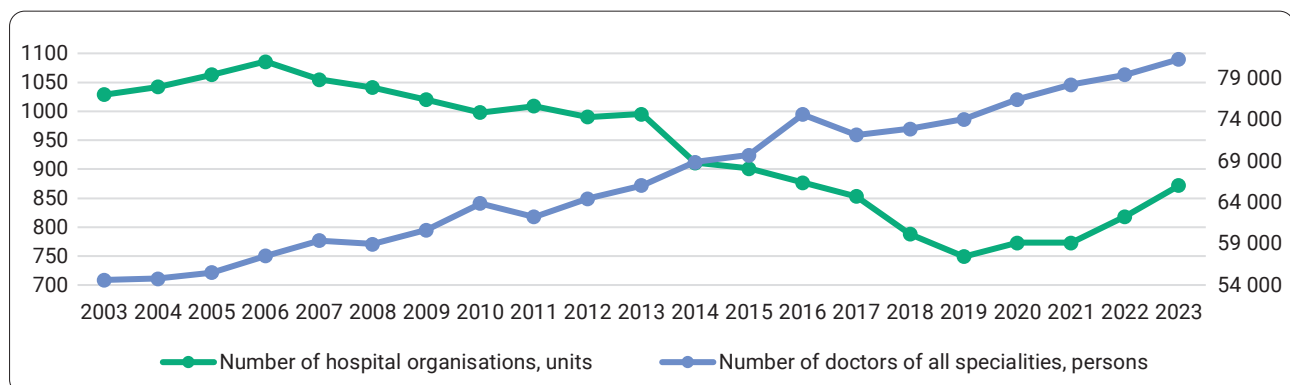


Figure 2. Data on the number of hospital organisations and the number of doctors of all specialties in Kazakhstan from 2003 to 2023

Source: compiled by the authors based on Bureau of National Statistics Agency for Strategic Planning and Reforms of the Republic of Kazakhstan (2024b)

As can be seen from Figure 2, there are two opposite trends in Kazakhstan in terms of healthcare development. Thus, the number of hospital organisations in the country increased until 2007, after which it gradually declined until 2019. However, from 2020 to 2023, the number of hospitals began to grow again, reversing the previous downward trend. At the same time, the number of doctors has been steadily increasing. The increase in the number of doctors can be directly linked to improvements in human capital. However, the data in the context of the number of hospital organisations is rather ambiguous. A decrease in their number should indicate a deterioration in the healthcare sector as a whole, but this is not the case: the trend is related to the liquidation or consolidation of inefficient medical

institutions, which leads to better functioning of the sector. This indicates that the human capital development situation is also improving in the healthcare sector.

To better understand the current state of human capital development in Kazakhstan, a comparison with some other countries is appropriate. The comparison for one of these indicators is shown in Table 1.

Table 1 shows the number of populations per 1 university in selected countries. Accordingly, the lower this indicator is, the better the level of education in the country and human capital should be. As can be seen, in Kazakhstan this indicator is at a fairly good level, although the large number of universities is also due to their general inefficiency. Other variables can be seen in Table 2.

Table 1. Estimated population per university in selected countries

Index	Number of universities	Population (millions)	Population per 1 university, thousand
India	5349	1408	263.2
Indonesia	3277	273.8	83.6
USA	3180	331.9	104.4
China	2495	1412	565.9
Brazil	1264	214.3	169.5
Mexico	1139	126.7	111.2
Japan	992	125.7	126.7
France	625	67.75	108.4
Germany	461	83.2	180.5
Poland	408	37.75	92.5
South Korea	401	51.74	129
Canada	383	38.25	99.9
Philippines	366	113.9	311.2
Pakistan	359	231.4	644.6
United Kingdom	337	67.33	199.8
Italy	289	59.11	204.5
Spain	276	47.42	171.8
Turkey	209	84.78	405.6
Kazakhstan	116	19	163.8

Source: compiled by the authors based on S. Galan (n.d.)

Table 2. Selected indicators characterising educational development in selected countries

Index	Share of children of primary school age who are in school, in 2019	Population having attained at least some formal education	Average learning outcomes*	Public spending on education as a share of GDP, %
Kazakhstan	86.9	99.9	416.2	4.45
United States of America	94.6	99.7	511.8	6.05
Australia	96.4	99.1	515.7	6.1
Japan	100	99.8	537.7	3.42
Germany	90.1	98.4	517.3	4.66
France	98.9	98.9	510.3	5.5
United Kingdom	99.5	99.9	520.4	5.53

Note: * – average learning outcomes correspond to harmonised test scores across standardised, psychometrically robust international and regional student achievement tests

Source: compiled by the authors based on H. Ritchie *et al.* (2023)

As can be seen in Table 2, Kazakhstan has indicators that lag behind those of developed countries. For example, not all children still attend primary school, budget

expenditures are not high enough in this area, and the level of education remains very low. To find methods to improve the state of human capital in Kazakhstan, it is worth

evaluating the experience of developed countries. For this purpose, it is possible to consider the history of the development of this component in European countries. In the 19th and 20th centuries, there was a clear core-periphery structure in education across Europe: the industrialised core countries, such as Germany, Northern France, and Scandinavia, had high levels of numeracy and literacy, while the periphery in Western, Southern and Eastern Europe had lower levels of education (Huang *et al.*, 2021; Deming, 2022). Similar effects were observed in terms of urbanisation: people in urban areas were more literate than those in rural areas. Nevertheless, educational attainment in the countries improved over time. This was primarily influenced by government policy, which at the time was aimed at building new educational institutions to stimulate junior and secondary education among the population. Subsequently, support for education also increased among entrepreneurs who needed specialists (Attanasio *et al.*, 2022; Zhang *et al.*, 2023; Butenko *et al.*, 2023). Thus, actions towards the formation of a more accessible higher education system began to be applied. The current model of education in developed countries, in contrast to post-Soviet countries, is characterised mainly by tuition fees. However, there are still opportunities for grants or free places (the number of which is lower than in transition countries).

Thus, the state authorities of Kazakhstan should think about reforming the existing education system to increase the efficiency of services provided by educational institutions. The main problem in the country is that higher education remains accessible to a fairly wide range of the population, and it remains much easier to obtain than in developed countries. As a result, specialists educated in the country are valued much less, which in turn reduces the motivation to study among students, which lowers the level of education and so on. The reform should not only improve the quality of teaching (which may require significant investments from the state budget) but also make it more difficult to get an education and strengthen the selection process to increase its value. This will improve the quality of human capital in the country in the long term. In terms of healthcare systems, they also differ significantly from those implemented in developing countries, particularly those in transition (Yarovaya *et al.*, 2021; Kuzior *et al.*, 2022). In Canada, for example, the government finances the bulk (about 70%) of health insurance, while the private sector provides the services. Insurance is provided at the provincial level, and many Canadians have additional private insurance for drugs and dental care. In the UK, health services are also socialised and financed by the National Health Service (80% of the sphere is financed by the state). That said, most services in the country are free. Private insurance exists, but it is only used by about 10% of the population (Angrist *et al.*, 2021; Wang *et al.*, 2023; Khan *et al.*, 2023). Both countries spend about 10% of their GDP on health care, and the quality of care is generally good. However, they do not exceed international averages.

The other is the health care system in the United States. Their system is largely dominated by private companies. Healthcare services are provided by private medical facilities and doctors. They are provided through both private and public systems such as Medicare. Despite the variety of insurance programmes, there are still a significant number of people in the US without health insurance. Given that the provision of health services in the country is generally quite expensive due to the current system, it is often problematic for such people to get proper medical care (Ng *et al.*, 2024). Singapore has a different approach: primary health care in public hospitals is available at low cost and often free of charge. Private hospitals, on the other hand, charge a fee for services. In the country, citizens contribute part of their income to compulsory savings accounts used for health, education, and social welfare projects, which are then managed and channelled by the state (Ng *et al.*, 2024). In France, health insurance is sold by small non-profit organisations and financed by taxes. Public insurance covers 70%-80% of costs, while voluntary health insurance covers the remaining costs (Benoît & Coron, 2019). In Australia, inpatient care in public hospitals is free and includes medical services and prescription drugs. Private health insurance provides access to private hospitals and services not covered by the public system (Ng *et al.*, 2024). Such a list could go on for quite some time. The systems that exist in public countries, although there are some differences, are generally characterised by some common features. For example, they all have well-developed health insurance systems, which, in contrast, are not common in transition countries and Kazakhstan in particular. Thus, state authorities should pay more attention to the opportunities for reforms in this area for the development of human capital.

Discussion

Thus, based on the experience of developed countries, the authorities of Kazakhstan can use some components related to education and health care reforms. Hence, it is effective to improve the quality of education in general to international standards, which can be achieved by closing uncompetitive universities, restructuring the higher education system to make access more selective, introducing merit-based scholarship programmes, and applying public-private partnerships to bring education in line with labour market needs. Concerning health care, it is important to introduce a comprehensive health insurance system that combines elements of public and private financing (Petersone *et al.*, 2021). In this context, it would be effective to increase the role of non-state funds in the country. State authorities should also allocate a larger share of the budget to ensure that quality services are available to all citizens (Ketners, 2024). Despite all this, the country should develop its health insurance programmes to meet the needs of different population groups. Only by doing so will it be possible to make significant progress in terms of improving the efficiency of the healthcare system and increasing the quality of human capital.

Human capital formation in the European region was assessed by R. Hippe (2020). In it, the scientist emphasised the regional distribution of human capital: the main industrialised countries have a higher level of human capital, while the peripheral regions have a lower level. The scholar believes that this can be influenced by many factors such as geography, economic development, and government policies. The importance of individual incentives to invest in human capital, especially in peripheral regions, was also emphasised. The role of education in these processes was also emphasised. Thus, given the increasing role of human capital in improving the competitiveness of countries in the world, the scholar writes about the need to give this component much more attention than it has at the moment. The work above also formed a conclusion about the high role of human capital in countries. It is worth noting, however, that this component plays a particularly large role for developing countries since their main goal is to obtain a higher level of competitiveness in the international arena. For Kazakhstan, this is also important due to certain peculiarities of the country's development, in particular, its dependence on the export of resources and their price in international markets.

V. Sima *et al.* (2020) studied the impact of the Industry 4.0 revolution on human capital development and consumer behaviour. Researchers noted that new technologies, especially digitalisation and information technology, are changing the way businesses operate. Changes are also taking place within the concept of innovation capital: it is becoming a more creative innovation resource, as well as significantly more valuable. Researchers have also pointed out that traditional jobs in sectors such as manufacturing and agriculture may soon be automated, which in turn may lead to the creation of new jobs in areas such as health and education. To adapt to these changes, employees need to acquire new skills, especially digital skills, as well as continually undertake specialised courses related to retraining (Alishli *et al.*, 2024). When analysing the drivers that contribute to the emergence and development of human capital, scholars pay particular attention to education, describing its role in providing the population with the right knowledge and skills to be useful citizens to society in today's harsh fast-changing environment. Thus, the scholars write about the need for the state to pay much more attention to the development of human capital; they recommend devoting more resources to supporting such activities, which could secure the steady improvement of this component of innovation capital. They also note the need to pay attention to the development of such components of human capital development as health care and education. In Kazakhstan, improving the quality of higher education, with a possible transition to the model of developed countries, remains particularly important. In the long term, this should lead to significant positive results in the context of the quality of human capital.

S.A. Sarkodie *et al.* (2020) analysed the impact of individual components on China's economic development, one

of which was human capital. The scholars observed that the growth of human capital and fossil fuel energy consumption in China leads to increased environmental degradation and emissions. At the same time, human capital was seen as a critical component of knowledge and skills that contribute to economic development. In addition, scholars have noted the importance of continuous education and skills development to maintain and increase human capital due to its gradual depreciation over time (diminishing relevance of past knowledge). This remains relevant for Kazakhstan, which in general has certain difficulties in terms of the quality of education provided (Khamzina *et al.*, 2020). Thus, public policy in this context should focus not only on improving the current efficiency of services provided but also on creating a flexible system that allows for rapid changes in programmes to keep students' education up to date.

T. Sultana *et al.* (2022) examined the relationship between human capital and economic growth in their study. The scholars observed that in both developed and developing countries during the selected period (1980 to 2008), there was a positive interdependence between human capital and economic growth in developing countries. In turn, a different scenario was observed in developed countries. In particular, increasing life expectancy hurt economic growth, probably due to population ageing. Only if life expectancy is excluded, is expenditure on health care and other educational aspects of human capital contribute to sustainable growth (Kichurchak, 2024). The study emphasises the importance of considering both educational and health indicators of human capital simultaneously to assess their impact more accurately on economic growth. Since Kazakhstan is essentially a developing country (with an economy in transition), the development of human capital in the country will lead to a significant economic and social breakthrough, as noted above.

R. Khan & I.S. Chaudhry (2019) examined the impact of human capital on employment and economic growth in developing countries as part of their study. The scholars observed that, for human capital development, governments in developing countries should allocate more resources to education. This includes improving the quality of education in rural areas, strengthening primary school systems, ensuring that every child has access to education, improving school infrastructure, and monitoring the punctuality and regularity of teachers. In addition, providing not only primary education but also secondary and tertiary education is important. Researchers also recommend paying attention to the health sector to increase the life expectancy of citizens. This includes providing basic health centres, free medicines for the less privileged, child and maternal health centres, clean water, and better sanitation.

Conclusions

Thus, the development of innovation and human capital is critical to Kazakhstan's long-term prosperity and economic stability. As a country heavily dependent on oil exports, Kazakhstan faces inherent risks associated with volatile oil

prices and changing global energy trends. To mitigate these risks and ensure sustainable economic growth, the country must diversify its economy and invest in innovation, education, and healthcare. Innovative development can enhance Kazakhstan's international competitiveness, generate revenue for both business and government and pave the way for economic and social progress.

The research findings highlight key trends in human capital development. The Human Capital Index for Kazakhstan increased from 0.59 in 2010 to 0.78 in 2018, followed by a decline to 0.63 in 2020, likely influenced by the COVID-19 pandemic. Despite the decrease, the long-term trend demonstrates an improvement in human capital before 2020. In the education sector, the number of higher education institutions declined over time due to the closure of inefficient universities, while student enrolment showed fluctuations: an increase until 2005, a decline until 2015, and a steady recovery thereafter, with growth continuing into 2023 and 2024. In 2022, the number of students exceeded 2020 levels but remained below the record highs of 2004. These findings indicate existing challenges in the educational system despite ongoing reforms.

The healthcare sector also experienced contrasting trends. The number of hospital organisations increased until 2007, declined until 2019, and began growing again from 2020 to 2023. Simultaneously, the number of doctors per capita has steadily increased, contributing to human capital growth. However, the consolidation of healthcare institutions, while improving efficiency, raises concerns regarding accessibility to medical services in some regions. To enhance human capital, the study proposes reforms in

education and healthcare. Educational reforms should focus on improving quality and selectivity, ensuring that university graduates meet international standards. The introduction of merit-based scholarships and stricter selection criteria will enhance the value of higher education. In healthcare, Kazakhstan should develop a comprehensive insurance system combining public and private funding, similar to developed nations. Expanding state insurance coverage and increasing healthcare spending beyond the current 4.45% of GDP would improve accessibility and service quality.

Kazakhstan's commitment to innovative development and human capital improvement is crucial for long-term prosperity. By diversifying the economy, strengthening education and healthcare systems, and adopting best practices from developed countries, Kazakhstan can enhance its competitiveness, reduce its dependence on oil revenues, and secure sustainable growth. However, achieving these goals requires long-term investment, strategic planning, and continuous policy reform. Further research should assess additional components of Kazakhstan's innovative development, including technological advancements and competitiveness in new technology production on the international stage.

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Conflict of Interest

None.

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Посилення людського капіталу для національної економічної конкурентоспроможності: оцінка міжнародного досвіду

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Анотація. Інноваційний компонент, одним із найважливіших складників якого є людський капітал, починає відігравати провідну роль у сучасних умовах економічного розвитку. Це зумовлює актуальність дослідження оцінки його стану та можливостей розвитку в різних країнах. Метою дослідження був аналіз людського капіталу в розвинених країнах та пошук можливостей використання їхнього досвіду в Казахстані. У межах дослідження було оцінено можливості Республіки Казахстан щодо підвищення її конкурентоспроможності на міжнародній арені. Також було охарактеризовано стан окремих компонентів людського капіталу в країні, а саме в контексті освіти та охорони здоров'я, і відзначено позитивні тенденції в цих сферах. На основі аналізу досвіду розвинених країн було визначено шляхи підвищення рівня людського капіталу в країні. Реформи мають бути спрямовані на підвищення якості освіти та її селективність: іншими словами, вона має стати менш доступною, щоб підвищити її цінність. Щодо охорони здоров'я, країні слід провести реформи, спрямовані на розвиток страхування у цій сфері, що дозволить забезпечити громадян необхідними медичними послугами. Дослідження також показало, що впровадження таких реформ може призвести до значних позитивних результатів у розвитку людського капіталу в довгостроковій перспективі. Робота містить нові знання для оцінки інноваційності економічного розвитку, а також пошуку нових рішень і можливостей для покращення стану людського капіталу в Казахстані

Ключові слова: державна політика; міжнародні відносини; інновації; освіта; охорона здоров'я
