IRSTI 06.77.59 https://doi.org/10.51889/3078-8579.2026.87.1.004

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REVIEW OF THE CURRENT STATE OF HUMAN CAPITAL IN DEVELOPING COUNTRIES

Abstract

The study analyses human capital in developing countries and identifies key challenges and opportunities for improvement. I emphasize the importance of human capital as a major driver of economic growth and social stability. The focus is on the lack of investment in education, health and the labour market, which limit the development of human capital. Applying statistical analysis and case study methodology, I identify key trends such as limited access to resources, regional differences and the success of individual countries in implementing human capital development programmers. The results of the study emphasize that a comprehensive approach is needed to address the identified challenges and opportunities. Highlighting the importance of government support, international co-operation and social investment shows the need for coordinated efforts. The study demonstrates that sustainable economic growth and social stability in developing countries is possible through an effective human capital development strategy. Thus, emphasizing the need for an integrated approach to human capital development that includes state support, international cooperation and social investment. These measures can contribute to sustainable economic growth and social stability in developing countries.

Keywords: human capital, developing countries, education, healthcare, economic growth, social development

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ДАМУШЫ ЕЛДЕРДЕГІ АДАМИ КАПИТАЛДЫҢ ҚАЗІРГІ ЖАҒДАЙЫНА ШОЛУ

Аңдатпа

Зерттеу дамушы елдердегі адами капиталды талдауға және негізгі мәселелер мен жақсарту мүмкіндіктерін анықтауға бағытталған. Экономикалық өсу мен әлеуметтік тұрақтылықтың негізгі факторларының бірі ретінде адами капиталдың маңыздылығын атап өтілген. Адами капиталдың дамуын шектейтін білім, денсаулық және еңбек нарығына инвестицияның аздығы басты назарда. Статистикалық талдау және кейс-стади әдістерін қолдана отырып, ресурстарға шектеулі қолжетімділік, аймақтық айырмашылықтар және адами капиталды дамыту бағдарламаларын жүзеге асырудағы жекелеген елдердің жетістігі сияқты негізгі тенденциялар анықталған. Зерттеу нәтижелері анықталған міндеттерді шешу және мүмкіндіктерді пайдалану үшін кешенді тәсіл қажет екенін көрсетеді. Мемлекеттік қолдаудың, халықаралық ынтымақтастықтың және әлеуметтік салаға инвестиция тартудың маңыздылығын атап өту біріккен күш-жігердің қажеттігін көрсетеді. Зерттеу адам капиталын дамытудың тиімді стратегиясы арқылы дамушы елдердегі тұрақты экономикалық өсу мен әлеуметтік тұрақтылық мүмкін екенін көрсетіп отыр. Осылайша, мемлекеттік қолдауды, халықаралық ынтымақтастықты және әлеуметтік салаға инвестицияны қоса алғанда, адами капиталды дамытуға кешенді көзқарас қажеттігі аталып өтті. Бұл шаралар дамушы елдердегі тұрақты экономикалық өсуге және әлеуметтік тұрақтылыққа ықпал ете алады.

Түйін сөздер: адами капитал, дамушы елдер, білім беру, денсаулық сақтау, экономикалық тоғай, әлеуметтік даму

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ОБЗОР СОВРЕМЕННОГО СОСТОЯНИЯ ЧЕЛОВЕЧЕСКОГО КАПИТАЛА В РАЗВИВАЮЩИХСЯ СТРАНАХ

Аннотация

Исследование посвящено анализу человеческого капитала в развивающихся странах и выявлению ключевых проблем и возможностей для улучшения. Подчеркиваю важность человеческого капитала как одного из главных факторов экономического роста и социальной стабильности. В центре внимания находится недостаток инвестиций в образование, здравоохранение и рынок труда, ограничивающих развитие человеческого капитала. Применяя статистический анализ и методику кейс-стади, выявляю основные тенденции, такие как ограниченный доступ к ресурсам, региональные различия и успехи отдельных стран в реализации программ развития человеческого капитала. Результаты исследования подчеркивают, что для решения выявленных проблем и использования возможностей необходим комплексный подход. Выделение значимости поддержки со стороны государства, международного сотрудничества и инвестиций в социальную сферу показывает необходимость координированных усилий. Исследование демонстрирует, что устойчивый экономический рост и социальная стабильность в развивающихся странах возможны благодаря эффективной стратегии развития человеческого капитала. Таким образом, подчеркивая необходимость интегрированного подхода к развитию человеческого капитала, включающего поддержку государства, международное сотрудничество и инвестиции в социальную сферу. Эти меры могут способствовать устойчивому экономическому росту и социальной стабильности в развивающихся странах.

Ключевые слова: человеческий капитал, развивающиеся страны, образование, здравоохранение, экономический рост, социальное развитие

INTRODUCTION. In the context of the global economic transformation, characterized by rapid technological advancements, the adoption of digital technologies, shifts in demographics, and heightened competition on the global stage, human capital is emerging as a crucial factor for ensuring the sustained socio-economic development of nations.

This is particularly significant for developing countries, as the quality of human capital largely determines their capacity to overcome structural challenges, reduce poverty, enhance labor productivity, foster comprehensive economic growth, and establish robust institutional frameworks for long-term development.

Unlike traditional resources such as natural resources, land, or physical capital, human capital encompasses a diverse array of elements, including knowledge, expertise, professional skills, health status, employment opportunities, and social attributes of the population. These elements serve as the foundation for the productive and innovative activities of society.

The investigation of the current situation regarding human capital in developing countries is of significant scientific and practical significance. This enables us not only to pinpoint existing issues, but also to discover methods for accelerating national advancement.

While there have been improvements in some areas, such as increasing access to education, improving healthcare, and boosting employment, significant structural imbalances persist in many nations. These imbalances are linked to unequal access to quality education, underdeveloped healthcare systems, a high proportion of informal employment, gender and regional disparities, as well as limited investment in skill development and the inability to adapt labor resources to the demands of the digital economy.

In the era of globalization and the transition to a knowledge-based economy, these issues are becoming increasingly crucial, as the competitiveness of nations is no longer determined by their natural resource endowments, but rather by their ability to generate, accumulate, and effectively utilize human capital.

In today's world, human capital is viewed as a multifaceted concept encompassing education, healthcare, and people's involvement in economic activities.

In many developing countries, the health system faces a number of difficulties, such as insufficient funding, a shortage of qualified medical personnel, inadequate infrastructure, territorial disparities in access to healthcare, and inconsistencies between the content of healthcare programs and the actual needs of the population.

As a result, even if the coverage of healthcare is formally expanded, there is still a problem with the quality of healthcare outcomes. This reduces the effectiveness of investments in human capital and limits the possibilities for social mobility.

Health problems are particularly acute in developing nations. In these nations, the effects of limited access to healthcare, inadequate disease prevention, insufficient coverage of the population with high-quality medical care, insufficient funding, and unequal distribution of resources between urban and rural areas are most pronounced.

Epidemiological threats, as well as the burden of infectious and non-communicable diseases, further strain healthcare systems. Moreover, the consequences of global crises, such as the COVID-19 pandemic, have clearly demonstrated the close interconnectedness of public health, economic stability, employment, and overall human development.

The third crucial aspect of human capital is the involvement of individuals in the workforce and economic activities. To effectively utilize human capital, it is essential to establish an inclusive labor market that guarantees employment, professional advancement, and social integration for all segments of the population.

Numerous developing nations face substantial challenges. These challenges encompass high youth unemployment, insufficient female participation in economic activities, the prevalence of informal employment, limited access to vocational and advanced training opportunities, and the weak integration of vulnerable and marginalized groups into the labor market.

Even if a country possesses demographic potential, a substantial portion of its population remains unable to fully utilize their abilities. This hinders both individuals' personal well-being and the country's economic growth prospects.

It is important to note that the topic of human capital development in developing countries is a subject of extensive debate in the international scientific and analytical community.

International organizations such as the World Bank, UNESCO, the World Health Organization, and the International Labor Organization have played a crucial role in the research on this topic. They recognize human capital as a fundamental driver of sustainable growth, social cohesion, and the reduction of disparities.

Nevertheless, despite the wealth of research, there are still many aspects of this issue that require further investigation. In particular, it is crucial to delve deeper into the current state of human capital in developing nations in the context of digitalization, global crises, shifts in the labor market, climate risks, and the transformation of international labor markets. Additionally, it is essential to conduct a more in-depth analysis of the interplay between education, healthcare, and workforce participation as interconnected components of a unified human capital system.

The purpose of this study is to study the current state of human capital in developing countries, identify key problems, limitations and opportunities for its further development in the context of global and national transformations.

The study focuses on human capital in developing countries. This concept encompasses a range of population characteristics that contribute to their capacity for production, social engagement, and innovation.

The research delves into the socio-economic, institutional, and structural processes that influence the state, formation, and utilization of human capital in developing countries.

Particular emphasis is placed on the interplay between the key components of human capital: education, health, and work activity. The impact of these components on the country's development prospects is also examined.

The study provides a thorough examination of the current situation regarding human capital in developing nations. Human capital is viewed as a multifaceted and dynamic system, subject to the influence of economic, social, institutional, and technological factors.

Human capital not only drives economic growth but also serves as a crucial component of social stability, institutional transformation, and enhancing society's adaptability in the face of uncertainty.

The study also categorizes contemporary obstacles that impact the development of human capital. These include educational disparities, healthcare imbalances, structural limitations in the labor market, the digital divide, and institutional barriers.

The study underscores the necessity for transitioning from fragmented measures to a comprehensive human development strategy.

The scientific significance of the research lies in its ability to enhance our understanding of the nature, composition, and principles of human capital formation in developing economies.

The findings of the study enable us to reassess the existing approaches to evaluating human capital, taking into account its various components and the factors that influence its growth. This also helps to better understand the role of human capital as a crucial resource for sustainable development.

The study contributes to the advancement of scientific theories in the fields of labor economics, social policy, education economics, healthcare, and development theory. It serves as a foundation for future research in these areas.

The practical significance of the study lies in the fact that its findings can be applied in the development and enhancement of public policies in the areas of education, health, employment, social protection, and human development in emerging economies.

The findings and recommendations outlined in this paper can be of great value to governmental bodies, international organizations, research centers, educational institutions, development organizations, and non-governmental organizations that are involved in the process of socio-economic modernization.

The research materials can be incorporated into the curriculum for teaching subjects related to development economics, human resource management, social policy, international economics, and sustainable development.

The investigation of the current state of human capital in emerging economies is a crucial area of scholarly inquiry, with both theoretical and practical implications.

In the face of intensifying global competition, rapid technological advancements, and the imperative to foster sustainable and equitable growth, human capital is emerging as a pivotal resource for development. The capacity of emerging economies to surmount socioeconomic obstacles, unlock their inherent potential, and enhance the well-being of their citizens hinges on the quality of their human capital.

MATERIALS AND METHODS.

The issue of human capital development in developing countries is being actively studied by various researchers, as it is an important element of economic growth and social stability. Golovina and Smirnova emphasizes that spending on education and vocational training is necessary to increase labor productivity. According to the author, countries that constantly invest in the education of their populations show higher rates of economic growth [1]. Sarwar and et all believes that the key to escaping poverty in underdeveloped nations is human capital. He points out that raising the population's standard of living and health has a direct impact on raising the contribution of human capital to economic growth [2]. Grigorescu and et all highlights that education is not the only factor in the development of human capital. He looks at human capital in a wide range of contexts, such as social involvement, freedom of choice, and health. Sen contends that equal access to resources and social services are essential to maximizing each person's potential [3]. Wang and Huang draw attention to the issues surrounding developing nations' limited access to high-quality education [4]. The authors contend that nations' capacity to raise their levels of human capital is constrained by a lack of institutional and financial resources, which slows down the rate of economic modernization.

Deming emphasizes the value of both private and public investments in the growth of human capital [5]. He points out that nations with active government-business collaborations in the areas of social safety, healthcare, and vocational training are good models of development.

As a result, research indicates that developing nations' human capital development necessitates an integrated strategy that includes government assistance, international collaboration, and investments in social, health, and educational advancement. Within the framework of this study, two research methods were applied, the statistical data analysis method and the case study method. This method involves the collection and analysis of quantitative information reflecting key indicators of human capital in developing countries. Data may include literacy rates, employment indicators, health care levels (e.g. infant mortality, life expectancy), access to education, and economic indicators (e.g. GDP per capita). The analysis is carried out using international databases such as the World Bank, UNESCO, the IMF, as well as data from national statistical agencies. The method allows us to identify the relationship between investments in human capital and the socio-economic development of the country, as well as identify key trends and problems. The case study method involves an in-depth study of specific examples or cases from developing countries to analyze the current state of human capital. This method examines individual countries or regions where human capital development programs have been implemented, including educational initiatives, health care reforms, or workforce development programs.

RESULTS AND DISCUSSIONS.

The determine important trends and challenges influencing the development of human capital by analyzing data from the World Bank and UNESCO. The population's literacy rate in developing nations varies greatly by area, economic development level, and social policy, according to World Bank and UNESCO reports. By analyzing these data, important trends and obstacles influencing the development of human capital can be found [6].

The average literacy rate in South Asia, which includes nations like Bangladesh, Pakistan, and India, is roughly 74%. because educational systems in South Asia, particularly those in rural areas, are underfunded. For instance, there is a 20% disparity in literacy rates between urban and rural people in India. Because South Asia is facing underfunding of educational systems, especially in rural areas. In India, for example, the difference in literacy rate between urban and rural populations is about 20%. In Pakistan, female literacy is particularly low, at only about 47%, due to cultural and religious barriers. In countries such as Chad and South Sudan, adult literacy is between 30-35%. One of the development factors is the high level of poverty and the lack of accessible educational institutions in remote areas.

In Rwanda, literacy rates have increased to 76% due to investments in school infrastructure and the launch of Education for All programs aimed at compulsory primary education. Southeast Asia has a higher literacy rate, exceeding 90% in countries such as Vietnam, Malaysia and Thailand. There is significant Government support for education in Southeast Asian countries, including free primary education and vocational training programs. Vietnam has become an example of a country where high literacy (98%) is associated with high school enrollment and the introduction of adult education programs. The overall literacy rate has increased to 88% in countries like Tunisia, which have implemented efforts to reduce adult illiteracy, particularly among women. With the exception of certain rural areas, where the rate falls to 70–75%, the majority of Latin American countries have literacy rates above 90%. According to IMF data, nations with higher human capital indices had more steady economic growth [7]. For instance, nations like Malaysia and Indonesia that make significant investments in healthcare and education have better rates of GDP growth per capita than those that make less.

In areas with little human capital, there are still significant gender disparities, particularly when it comes to access to healthcare and education. In certain nations, like Afghanistan, less than 30% of women have access to secondary education [8]. The World Bank Group is proud to have contributed to numerous human capital successes and pioneering investments. Examples include significant reductions in child stunting in Peru and other countries, a well-functioning social safety net in Ethiopia, education reforms that have improved learning in Vietnam, and incentives that have helped boost girls' secondary school attendance in Bangladesh. There are many more. Investing in people is one of the three pillars of the World Bank Group's work to achieve the twin goals of ending extreme poverty by 2030 and boosting shared prosperity in all countries. Human capital development is therefore at the center of its global development strategy and closely aligned with its efforts to promote inclusive and sustainable economic growth and build resilience in developing countries. Below you can see data on the activities of the World Bank Group (Table 1).

Table 1 – The activities of the World Bank

Sphere of activity	**Actions**
Education	The World Bank remains one of the leading international organizations that support educational projects in countries with different income levels. According to the World Bank's report for fiscal year 2025, the volume of financing for international development associations (IDA) in the field of education amounted to 3,156 billion US dollars. In addition, according to the updated results system of the World Bank, in 2025, the bank's financial program helped achieve the necessary targets for 325 million people. In 2025, the AIM4Learning program was launched, with a budget of 1.54 billion US dollars. Its goal is to improve basic education in Eastern and Southern African countries. The program is expected to reach more than 70 million children. It is aimed at improving the quality of education, reducing the duration of training and introducing educational innovations. The Bank also notes that in the field of early childhood development alone, its investment portfolio has grown from US$2.9 billion in 2014 to US$18.7 billion in 2024.

Healthcare	The World Bank continues to work actively in the field of healthcare. According to the fiscal year 2025 report, IDA's funding in this area amounted to 4,463 billion US dollars. According to information from the World Bank, in 2025, financial projects in the field of healthcare will provide high-quality services to 379 million people. In 2024, the World Bank set a new global goal — to provide access to quality additional services for 1.5 billion people by 2030. As of the end of 2025, 375 million people in 45 countries have received assistance under this initiative. The World Bank also cooperates with international partners. In 2025, together with the Global Fund, the mobilization of funds in the amount of at least 2 billion US dollars was announced to support first aid.
Social protection and employment	As part of the bank's global strategy to combat poverty and increase the resilience of the population to economic shocks, special attention is paid to social protection and support. According to the World Bank's Fiscal Year 2025 report, IDA's social protection funding totaled $3.309 billion. At the same time, according to the results assessment, in 2025, 244 million people received assistance under the financial program of social support implemented by the Bank. As part of a larger global analysis conducted by the World Bank over the past decade, it was revealed that 4.7 billion people in countries with different income levels have gained access to social protection. This is significant progress, but there are still people who do not have access to the necessary support measures. Therefore, the World Bank has set itself a new strategic goal: to provide social protection and support for 500 million poor and vulnerable people by 2030, of which 250 million are women.

The source was compiled based on the data [9-11]

The study of the information provided allows us to conclude that the World Bank's activities in the social field are characterized by their complexity and strategic orientation. It covers key aspects of people's lives, such as education, healthcare, protection, and job creation.

Financial commitments and the scale of coverage of aid recipients demonstrate that the Bank is not limited to short-term results, but creates a long-term institutional model that ensures the sustainable development of States. This will allow all countries to achieve low poverty and high income levels.

First of all, it is worth noting that the health and education sectors have the widest coverage of the population. This highlights their importance in the global development context.

In 2025, the World Bank's financial education programs reached 325 million students. And health, nutrition, and population programs have affected 379 million people.

This indicates that the World Bank considers human capital as the basis for economic stability, social mobility, and reducing intergenerational poverty. Investments in education and healthcare in this case act not only as instruments of long-term economic growth, but also as instruments of social justice.

The table shows how the World Financial Bank allocates funds in various fields of activity. In 2025, 3,156 billion US dollars were allocated for education, 4,463 billion US dollars for healthcare, and 3,309 billion US dollars for protection and employment.

Although healthcare has received the most funding, social protection also occupies an important place in the bank's strategy. This is due to the fact that in conditions of economic instability, inflation, household vulnerability and possible crises, social protection systems are becoming a key tool for reducing social risks.

At the same time, data on social protection and its outcomes show a double difference. On the one hand, in 2025, the World Bank reached 244 million people, which in itself is an impressive indicator of international support. On the other hand, the bank's global estimates show that about two billion people still do not receive sufficient social protection.

This contradiction shows that, despite significant successes, efforts in this area do not yet match the scale of the existing problems. Therefore, the World Bank is paying more and more attention not to targeted financing, but to systemic social policy reforms. This includes the digitalization of social benefits, the development of targeted assistance, the expansion of insurance and pension programs, as well as ensuring the stability and professional adaptation of the population.

The study also demonstrates that in recent years, the World Bank has begun to pay attention not only to quantitative indicators, but also to the quality and stability of results.

For example, in the field of education, it is important not only to reach all students, but also to improve the quality of basic education, reduce the level of education and develop skills that meet the requirements of the modern economy.

In healthcare, the focus is not only on expanding access to medical services, but also on providing first aid, increasing the resilience of national health systems, and supporting countries in addressing new epidemiological and demographic challenges.

Thus, that all over the world the World Bank is gradually moving from a model of “sector financing” to a model of transformational institutional impact.

The analysis of the three presented areas also makes it possible to emphasize that the World Bank is actually implementing a global socio-economic transformation in which education, health and social protection are considered not as separate elements, but as parts of a single human development system.

Improving the quality of education without providing affordable healthcare and social support does not lead to the desired results. Social protection without the development of skills and employment opportunities does not contribute to solving the problem of poverty in world politics.

That is why the World Bank's activities are based on the principle of an integrated approach, which ensures higher efficiency in our field.

From the point of view of institutional analysis, the presented data demonstrate that the World Bank not only provides loans and assistance, but also acts as a key player in the global transformation of society.

Its activities are not limited to providing financing. The Bank also promotes the dissemination of international management standards, the reform of government systems, the development and evaluation of effective development strategies, as well as the promotion of the principles of investment inclusivity and sustainability.

This is especially true in countries where limited domestic resources force large-scale social reforms.

So, from the table in which the results of the analysis are presented, it can be concluded that the World Bank focuses its efforts on those aspects that directly affect people's living standards and long-term prospects for economic growth.

Special attention is paid to healthcare and education as key components of human capital. These areas are considered as the basis for the development of society. Social protection and employment also play an important role in ensuring social stability during periods of crisis and structural change.

These conclusions are confirmed by the fact that the World Bank's social policy is becoming more comprehensive, ambitious and aimed at achieving sustainable results. The role of this policy in global development continues to grow.

The World Bank helps countries improve human capital outcomes by providing financial support and technical advice to help them implement reforms successfully. Education programs improve literacy rates, school attendance, and teaching quality in developing countries. Investments in health help improve health care, which in turn leads to lower child mortality and longer life expectancy.

In nations like Nigeria, Peru, and Indonesia, the case study method has been used to examine how public and private efforts affect the development of human capital. These nations' varied economic, cultural, and social circumstances allow for the identification of important strategies and obstacles to the development of human capital.

As the largest economy in Southeast Asia, Indonesia continues to prioritize investments in education and healthcare, recognizing them as fundamental pillars for human capital development.

In the realm of education, the government has taken significant steps to enhance access for children from low-income families through the Program Pintar Indonesia, commonly known as Kartu Pintar Indonesia. This initiative provides financial assistance aimed at ensuring that students from disadvantaged backgrounds remain enrolled in school [12]. PIP is a crucial component of Indonesia's broader strategy to alleviate educational disparities and foster greater participation in schooling among vulnerable populations.

The World Bank acknowledges that Indonesia has achieved substantial progress in expanding access to education over the past couple of decades, owing to substantial public investments and targeted social support measures. Indonesia remains committed to prioritizing human capital in its developmental strategy, with the World Bank highlighting the critical importance of enhancing educational attainment and improving health outcomes for boosting productivity, enhancing employment quality, and fostering long-term economic viability.

According to research, young people's functional literacy has increased to 95% as a result of easier access to schooling. Nonetheless, there is still a sizable disparity in rural communities' access to high-quality education.

To a lack of infrastructure (schools, libraries, and Internet connection), there is a paucity of skilled teachers, particularly in rural areas.

Nigeria, the most populous nation in Africa, is experiencing a severe lack of human capital as a result of its poor educational system and health issues. More than 1,000 teachers have been recruited by the Teach for Nigeria initiative to work in the most impoverished areas' schools [13]. As a result, more pupils have finished their primary education, particularly in the country's northern regions where less than 50% of women are literate. Additionally, women's access to vocational training made possible by microcredit programs has increased household income.

The unstable political situation and corruption in the country hinder the effective implementation of programs aimed at developing human capital.

Peru is an example of a Latin American country successfully investing in human capital through social security programs. The increase in the number of specialists with higher education has contributed to the development of the small business sector. Despite the success of educational initiatives in the country, there are still difficulties with access to medical services in remote mountainous regions.

The use of the case study method on the example of Indonesia, Nigeria and Peru confirms that for the successful development of human capital, complex interaction between the state, the private sector and international organizations is necessary.

Human capital plays a central role in the economic and social development of developing countries such as Indonesia, Nigeria, Peru and others. The study identified key aspects affecting the state of human capital, including access to education, healthcare, vocational training, and social programs.

A study of statistical data allows us to conclude that in countries undergoing economic growth, the level of human capital development is determined not only by economic indicators, but also by the quality of institutional investments in education, healthcare and social protection.

The experience of the World Bank demonstrates that these areas play a crucial role in long-term socio-economic progress. They have an impact on the literacy rate of the population, life expectancy, occupational mobility and overall labor productivity.

The examples of Indonesia, Nigeria, and Peru clearly demonstrate that with government support, international financing, and targeted programs, human capital parameters can be significantly improved even under structural constraints.

In particular, Indonesia has shown success in expanding educational opportunities and strengthening human potential through social assistance programs. Nigeria demonstrates that targeted educational and professional initiatives can be effective tools in combating poverty and regional inequality. Peru demonstrates how investments in the social sphere can stimulate professional development and entrepreneurial activity.

Despite the positive dynamics, there are serious problems related to territorial inequality, insufficient infrastructure, a shortage of qualified personnel, unequal access to medical and educational services, as well as the instability of institutions.

Thus, the presented materials provide a valuable analytical foundation for studying the current state of human capital in countries on the path of development. They allow us to consider human capital as a complex system, the evolution of which is determined by the coordinated efforts of the state, international organizations and the private sector.

The study demonstrates that at the current stage of human capital development in countries on the path of development, there is an increase in access to basic social services. However, significant qualitative and regional differences remain, which hinder the full realization of the potential of human capital.

In modern conditions, the assessment of human capital should be based not only on quantitative indicators, but also on an analysis of the effectiveness of social investments, as well as on the sustainability of institutions and the ability of national systems to ensure equal access to development opportunities.

To strengthen human capital in developing countries, it is necessary to move from disparate social programs to a comprehensive strategy for sustainable development. This strategy should be aimed at improving the quality of education, ensuring access to medical services, vocational training, reducing poverty and increasing social integration of the population.

CONCLUSION.

In the course of the research conducted within the framework of this work, it was found that in the context of modern global changes, human capital is becoming not just one of the factors of economic growth, but a key resource for ensuring sustainable socio-economic development in developing countries.

In the context of digitalization, technological innovation, demographic change, global competition and growing instability, the quality of human capital is playing an increasingly important role in ensuring economic adaptation, institutional sustainability and social integration of countries.

The results of the study led to the conclusion that human capital in developing countries is a complex, multicomponent and dynamic system that includes education, healthcare, employment, professional skills, social security and opportunities for public participation in economic activities.

Unlike traditional production resources, human capital can be reproduced and accumulated.

Therefore, its development not only increases labor productivity, but also promotes innovation, improves the quality of public administration and increases the resilience of the country's economy to external influences.

The study also showed that there is an ambivalent situation regarding human capital in developing countries.

Many countries are making progress in education, health care, and employment. International organizations such as the World Bank, UNESCO, WHO and the ILO provide financial, expert and institutional support in these areas.

The analysis also revealed a number of problems pointing to the unevenness and structural vulnerability of existing achievements. The main obstacles include regional and social differences in access to quality education and healthcare, infrastructure problems, a shortage of qualified professionals, high levels of informal employment, insufficient adaptation of the workforce to the digital economy, and institutional barriers to the effective implementation of government programs.

Simply expanding access to social services is not a guarantee of improving the quality of human capital.

The study analyzed case studies from Indonesia, Nigeria, and Peru, which are of particular interest for analysis. These examples allowed us to identify both general patterns and specific features of the formation of human capital in these countries.

The study revealed that despite the differences in the level of economic development, institutional structure and social policy, all three countries face common challenges. These include territorial inequality, limited access to high-quality basic services, a shortage of professional staff, and the need for closer cooperation between the Government, international organizations, and the private sector.

At the same time, the experience of successful practices such as school education support for poor families in Indonesia, targeted educational programs in Nigeria, and socially oriented projects in Peru shows that even with limited resources, human capital can be developed. This requires effective management, strategic planning, and coordination of various institutions.

This study allows us to conclude that the development of human capital should be based not only on increasing the budget, but also on effective investment management. It is important to evaluate the effectiveness of investments and adapt international models to specific conditions.

The scientific significance of the research lies in the fact that it contributes to a deeper understanding of human capital as an interdisciplinary concept combining labor economics, social policy, education economics, healthcare, and development theory.

The study shows that it is necessary to abandon the narrow understanding of human capital as a set of knowledge and skills and move towards a broader approach that considers human capital as the result of the interaction of various factors such as education, health, institutions, demographics and socio-economic conditions.

In this context, the work contributes to the development of scientific ideas about the relationship between human capital, social stability, inclusive growth and the long-term competitiveness of developing countries.

The results of the study show that the assessment of human capital should be based not only on quantitative coverage parameters, but also on the analysis of qualitative characteristics, accessibility, stability and effectiveness of social investments.

The practical significance of the research lies in the fact that its results can be used in the development and improvement of public policy in such areas as education, health, employment, social protection and human development in developing and emerging economies.

The paper presents conclusions, limitations, and successful approaches that may be useful for government agencies, international financial organizations, research centers, development organizations, educational institutions, and non-governmental organizations.

The practical significance of the research lies in the emphasis on the importance of moving from fragmented and short-term programs to a long-term and comprehensive strategy for the development of human capital. This strategy should include investments in the quality of school and vocational education, access to primary and preventive medicine, the development of digital skills, increased employment of young people and women, as well as reducing territorial and social inequality.

The study demonstrates that human capital should become a key object of strategic public administration, rather than a secondary area of social policy.

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