

Human capital development in public administration from a comparative perspective of Albania and Ukraine

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Abstract: The study was devoted to analyzing the development of human capital in the public administration system, using Ukraine and Albania as examples. This was relevant in the context of contemporary global challenges, the increasing significance of human resources, and the necessity for the modernization of state institutions. The aim of the study was to identify the characteristics and prospects of human capital development in the public administration of Ukraine and Albania to improve management practices. The methodology included the use of structural analysis to determine key aspects of human capital development, categorization to classify methods by characteristics, and functions. Integration of data from legal regulations, educational programs, and international initiatives, as well as comparative analysis to identify common features and differences in policies. The results of the study indicated that both countries are oriented towards competency-based, innovative, and integrative approaches; however, their methods differ depending on the political and social context. The research revealed the strengths of the policies in both countries, including a focus on competency development, but also highlighted shortcomings related to insufficient integration of interstate experience and limited resources for implementing innovations. In the conclusions, it is noted that effective human capital development requires a combination of best practices from both countries, strengthening interstate cooperation, expanding participation in international programs, and adapting educational initiatives to contemporary challenges. The practical significance of the research lies in creating recommendations for improving the civil servant training system, which will contribute to enhancing management efficiency in both countries.

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Introduction

The development of human capital is a key element for the successful functioning of the public administration system. In the current conditions of globalization and European integration processes, states face the necessity to adapt their management systems to new challenges, such as digitalization, increased transparency, and ensuring inclusivity. Ukraine and Albania, being at different stages of political and economic transformations, demonstrate shared aspirations for modernizing public administration in accordance with European standards. In this context, analyzing the experiences of these two countries allows for the identification of effective mechanisms for human capital development that can be beneficial not only for these states but also for others facing similar challenges. The relevance of the topic is also determined by the need to address common issues, such as the migration of skilled workers, limited funding for educational programs, and uneven access to quality training for civil servants in different regions. The ability of states to effectively manage human capital directly impacts the quality of public service delivery, the level of trust in state institutions, and economic stability. Considering the specifics of each country enables a better understanding of how local initiatives can integrate into global modernization processes.

The work of G. Brusaporci (2014) was dedicated to studying transnational cooperation and euroregions in the Balkan region, particularly in Albania, Bulgaria, and North Macedonia. The research revealed a static approach to cooperation, emphasizing the importance of trust, organizational structure, and ideological compatibility. S.Y. Lee and A.B. Whitford (2020) proposed a new concept for measuring government effectiveness, focused on perceived effectiveness. The results indicated the importance of a comprehensive approach to evaluating effectiveness, contributing to an expanded academic understanding of public administration. The work of P. Boselie and B. van der Heijden (2024) analyzed the role of strategic human resource management in achieving competitive advantages, emphasizing the alignment of management practices with business goals and the implementation of innovations.

The study by R.J. Stone et al. (2024) considered human capital as a key factor for enhancing competitiveness. The authors focused on human resource management in the public sector, offering recommendations for ensuring efficiency in this area. The work of Z. Jordanoski and M.M. Nielsen (2024) focused on the digitalization of

public services in the Western Balkans and Eastern Partnership countries. The study analyzed the readiness of these countries to implement a Single Digital Gateway, highlighting challenges in areas such as business establishment and birth registration. J. Christensen et al. (2020) concentrated on analyzing administrative burdens that contribute to inequality. Their model indicated a connection between citizens' cognitive resources and the complexity of accessing public services. The work of S. Burlacu et al. (2019) examined the transformation of human resources in the context of e-governance, focusing on digital changes in the Romanian public sector and highlighting employees' resistance to innovations. The results indicated the importance of technology integration for the sustainable development of human capital.

The research by A.N. Idike et al. (2021) emphasized the significance of human capital in reducing poverty within the framework of sustainable development goals. Based on focus group data, the authors demonstrated that government programs often overlook key aspects of human capital development, reducing their effectiveness. N.D. Çakar et al. (2021) focused on the relationship between investments in human capital and environmental pollution. Using a panel regression model, the authors found that human capital positively impacts ecological innovation, but its effects depend on the level of economic and financial development. Despite the significant contributions of previous studies to the understanding of human capital and public administration, the comparative aspect of human capital development within different political and socio-economic systems remains underexplored (Androniceanu, Georgescu, 2023). Specifically, an analysis of management models in transitional economies such as Albania and Ukraine requires attention, particularly in the context of their integration into the European space.

The aim of the study was to conduct a comparative analysis of approaches to human capital development in the public administration of Ukraine and Albania to identify effective mechanisms and directions for improving the administrative systems of these countries in the context of contemporary challenges. The objectives of the research are: to determine the conceptual foundations of human capital and its role in public administration; to analyze the specifics of national policies regarding human capital in Ukraine and Albania, taking into account legislative, economic, and social mechanisms; and to identify the strengths and weaknesses of the human capital development systems in each country.

1. Materials and methods

The study employed a comprehensive methodological framework designed to ensure a thorough and objective analysis of human capital development in public administration in Ukraine and Albania. The primary directions included a systematic analysis of regulatory documents, a comparative examination of human capital development policies, and a detailed structural analysis of conceptual models. This

framework allowed for an in-depth understanding of the nuances of policies and strategies within each country while maintaining a focus on international standards. The research process was divided into several interconnected stages. Initially, methodological tools were defined based on the study objectives, data collection and systematization followed, wherein regulatory documents, international programs, and educational initiatives, such as Erasmus+ (National Erasmus+ Office in Ukraine, 2025), Twinning (European Neighbourhood Policy and Enlargement Negotiations, 2024), “Diia.Education”, RASA program (Dmytriiev, 2016), Albanian School of Public Administration (2024), Instrument for Pre-Accession Assistance (European Neighbourhood Policy and Enlargement Negotiations, 2025) were compiled, reviewed, and categorized. Next, a detailed analysis of regulatory frameworks, including legal acts, national strategies, and international agreements, was conducted to identify conceptual similarities and differences. These findings were integrated to form a generalized conceptual model for human capital development, supported by visualizations to present the structural and functional aspects of the findings. A variety of analytical methods were employed to ensure comprehensive insights. Content analysis was used to extract thematic patterns and trends from regulatory and programmatic documents, allowing the identification of critical themes. Structural analysis enabled the summarization and visualization of key elements of human capital development, highlighting their interconnections and functional roles. Data integration served as a synthesis tool, combining insights from the analysis of national strategies, international initiatives, and educational programs, creating a coherent framework for understanding each country’s approach.

Comparative analysis formed the cornerstone of the methodology, offering a structured means to assess the strengths and weaknesses of human capital development policies. This method relied on criteria such as effectiveness, accessibility, inclusiveness, and compliance with international standards. Additional focus was placed on benchmarking practices against international initiatives like Erasmus+ (National Erasmus+ Office in Ukraine, 2025) and Twinning (European Neighbourhood Policy and Enlargement Negotiations, 2024), ensuring alignment with globally recognized frameworks. To provide a robust foundation for the study, the research drew on a wide array of materials. Key regulatory acts, including the Law of Ukraine No. 889-VIII “On Civil Service” (2024) and the Law of the Republic of Albania No. 90/2012 “On the Organization and Functioning of the State Administration” (2012), were analyzed alongside specific national strategies, such as the Decree of the President of Ukraine No. 225/2021 “On the decision of the National Security and Defense Council of Ukraine of May 14, 2021 “On the Human Development Strategy” (2021) and the National Strategy for Development and European Integration 2030 (State Agency for Strategic Programming and Aid Coordination, 2022). Digital platforms, like Ukraine’s Diia.Education, were studied to evaluate the role of innovation and digitalization in human capital policies. Furthermore, the study employed policy analysis to evaluate the implementation and operational aspects of existing strategies, focusing on their alignment with public administration objectives. To enrich the comparative perspective, case study analysis

was utilized, examining specific examples of programs and initiatives within each country. Key cases analyzed include Ukraine – the Law of Ukraine No. 889-VIII (2024), the Decree of the President of Ukraine No. 225/2021 (2021), and training programs funded by the European Union (EU), United Nations Development Programme (UNDP), and the World Bank; Albania – the Law on the Organization and Functioning of the State Administration (2012), the National Strategy for Development and European Integration 2030 (State Agency for Strategic Programming and Aid Coordination, 2022), and EU-funded projects (Reci and Jance, 2024); and International frameworks such as the Convention on the Elimination of All Forms of Discrimination against Women (1979) and Erasmus+ and Twinning initiatives. These cases served as benchmarks for evaluating the effectiveness and adaptability of human capital development strategies in both countries.

2. Results

2.1 Theoretical foundations of human capital development in public administration

Human capital is one of the key concepts in modern economic theory and management. Its significance is particularly accentuated in the context of public administration, where the effectiveness of state institutions largely depends on the qualifications, competencies, and motivation of personnel. The term “human capital” was first systematized in economic science in the works of G.S. Becker (1964) and T.W. Schultz (1972), who defined it as a collection of knowledge, skills, experience, and other characteristics that have economic value. In public administration, human capital is understood more broadly, encompassing ethical aspects, social responsibility, and the capacity for innovation. Within public administration, human capital serves a dual function. Firstly, it is a resource that ensures the effective execution of state tasks and the delivery of public services. Secondly, it is a factor for societal development through the formation of an innovative culture, support for democratic values, and the provision of social stability. For government agencies, human capital is the foundation for making optimal decisions, implementing reforms, and adapting to changes in the external environment (David and Lopez, 2001).

Education and professional training of civil servants occupy a special place in this process. It is through these means that the competency of management personnel is developed, along with their ability to solve complex problems and engage with citizens. At the same time, human capital is an important tool for enhancing trust in state institutions, as the professionalism and competence of staff directly influence the quality of services received by citizens. In a globalized world, the significance of human capital in public administration is continually increasing, as contemporary challenges require public servants to adopt new approaches to resource management

and problem-solving. The development of human capital in modern public administration is based on concepts that take into account both global and local characteristics. Among the leading approaches are competency-based, innovative, integrative, and digital approaches.

The competency-based approach focuses on developing key competencies in public sector workers that are necessary for fulfilling their responsibilities (Emese and Ágota, 2022). This includes the development of professional knowledge, communication skills, strategic thinking, and emotional intelligence. The main goal is to ensure a balance between theoretical knowledge and practical skills that can be used for effective problem-solving. The innovative approach is oriented towards stimulating creativity and implementing innovations in public administration. This includes training in methods for developing innovative policies, the ability to adapt to changes, and the use of modern technologies in decision-making processes. The innovative approach is often combined with the idea of creating a “smart government”, which is based on maximizing the use of intellectual resources (Bojović et al., 2023).

The integrative approach emphasizes the necessity of interaction among different sectors and organizations (Torfing, 2012). This includes the development of joint development programs, the exchange of experiences among the public, private, and non-profit sectors, as well as international cooperation. The basis of the integrative approach is the understanding that the effectiveness of public administration depends on the ability to coordinate the efforts of various stakeholders. The digital approach is one of the most relevant in contemporary conditions. It focuses on the use of information technologies for the development of human capital, including the implementation of e-learning systems, the automation of professional development processes, and the creation of digital platforms for communication among public sector employees (Krpálek et al., 2021). This approach significantly expands access to educational resources and enhances the effectiveness of training.

The formation of human capital in the public sector is a complex, multifactorial process that encompasses the development of knowledge, skills, competencies, as well as the social and professional characteristics of civil service employees. In contemporary conditions, key aspects of this process include education, professional training, skills development, institutional support, and the enhancement of leadership and innovative capabilities.

Education is the foundation for building human capital in the public sector, as it provides fundamental knowledge and understanding of management principles. In the public sector, specialized education is particularly significant, involving training in public administration, law, economics, and sociology. Current trends indicate a need to integrate an interdisciplinary approach into educational programs to equip civil servants with the ability to solve complex problems that arise in their work. Additionally, the expansion of international cooperation in education promotes the exchange of best practices, fosters global thinking, and enhances the competitiveness of personnel in the public sector.

Professional training includes the initial adaptation phase for employees to work within government structures. It focuses on developing practical skills necessary for performing specific functions. In many countries, special internship programs have been implemented for young specialists, allowing them to integrate into the public administration system. Significant attention is given to the development of training courses that cover both technical aspects (e.g., working with information systems) and ethical aspects, particularly the establishment of principles of transparency and accountability.

Skills development is a crucial aspect of updating the knowledge and skills of civil servants in the context of rapid socio-economic and technological changes. Continuous development in this area is ensured through the organization of training sessions, seminars, participation in conferences, and distance learning. Modern skills development systems in the public sector increasingly focus on the individual needs of employees, utilizing personalized learning approaches. The implementation of e-learning technologies provides flexibility and accessibility of educational resources, particularly for employees in remote regions (Czarnecka and Daróczy, 2017).

Effective formation of human capital in the public sector requires the creation of favorable conditions at the institutional level. This includes establishing a regulatory framework that governs the processes of professional development for personnel, as well as creating specialized institutions responsible for the training and development of civil servants. In this context, partnerships between the state and educational institutions play a vital role, facilitating the exchange of resources and experiences. Leadership is an integral element of human capital in the public sector, as the quality of leaders directly influences the successful implementation of state policies and strategies. Leadership development programs encompass training in decision-making methods, strategic planning, change management, and communication. Special emphasis is placed on cultivating adaptive leadership capable of acting in conditions of uncertainty. In the context of digitalization, the implementation of innovations in the training system for civil servants also takes on special significance. The use of artificial intelligence, data analysis, and automation allows for the optimization of training processes, making them more effective and accessible. Government agencies increasingly integrate technologies to support continuous learning, stimulate creativity, and introduce new approaches to fulfilling official duties.

The development of human capital in public administration in countries of Eastern and Southeast Europe is part of broader processes of political, economic, and social transformation that occurred after the collapse of the socialist bloc. These transformations have significantly impacted approaches to human resource management, particularly in the public sector. These changes have led to a range of common trends such as the modernization of educational systems, the integration of innovative technologies in professional training, the internationalization of educational standards, and the increasing importance of digitalization. One of the main trends is the desire of countries to integrate into the European space, accompanied by reforms in educational and administrative systems in accordance

with European Union standards. This includes the adaptation of the Bologna system in education, aimed at creating mobile and competitive personnel (Malaga-Tobola et al., 2019). Additionally, widely available are skills development programs funded with EU support, such as Erasmus+ and Twinning Projects, which provide opportunities for experience exchange with Western European countries.

Another trend is the active implementation of digital technologies. Governments in Eastern European countries are increasingly focusing on the use of electronic platforms for training and professional development, introducing e-learning systems and remote courses for public sector employees. These efforts aim to overcome regional disparities in access to educational resources. Additionally, an important aspect of human capital development is the focus on gender equality and inclusion. Many countries in the region are implementing strategies aimed at expanding access to public administration for women and representatives of other vulnerable groups.

Ukraine demonstrates an active commitment to modernizing its human capital management system in the public sector, largely driven by the process of Eurointegration and the challenges posed by military aggression from Russia. The war has significantly influenced priorities in public administration, highlighting the need for staff training capable of functioning in crisis and uncertain conditions.

There are three main directions for reforming human capital in Ukraine. Firstly, the professionalization of the civil service, which involves reforms aimed at creating new conditions for the recruitment, training, and evaluation of civil servants. In 2016, a new Law of Ukraine No. 889-VIII (2024) was adopted, which establishes standards for civil servants' work in accordance with European practices. The next direction was the digitalization of training processes, such as the implementation of the "Diia.Education" platform, which became a key step in ensuring remote learning for civil servants. Additionally, the internationalization of education has been introduced, as Ukraine actively collaborates with international organizations to implement educational projects and exchange programs for civil servants, such as Erasmus+.

At the same time, there remain challenges that hinder the development of human capital, including uneven access to educational resources between regions, low motivation for skills development due to insufficient funding, and limited career advancement opportunities. Albania, as a candidate for EU membership, is making significant efforts to reform its administrative system. One of the key elements of these reforms is the development of human capital, which is viewed as the foundation for enhancing the effectiveness of public administration. A primary characteristic of human capital policy is its focus on combating corruption. One of the main issues in Albania is corruption, which affects the quality of public services and the level of trust in state institutions. In this context, considerable attention is given to ethical training and the establishment of anti-corruption programs for public sector employees, such as the RASA program (Dmytriiev, 2016). Specialized institutes for training civil servants operate in Albania, such as the School of Public Administration (Home, n.d.), which offers courses on leadership, project management, and digital technologies. Albania actively participates in European

educational initiatives that promote skills development, particularly through IPA – Instrument for Pre-Accession Assistance (European Neighbourhood Policy and Enlargement Negotiations, 2025).

However, similar to Ukraine, Albania faces challenges related to unequal access to educational programs in remote regions, as well as the outflow of skilled workers abroad, complicating long-term workforce policy planning. A comparison of trends in the development of human capital in public administration between Ukraine and Albania is reflected in Table 1.

**Table 1. General trends in human capital development in public administration
in Ukraine and Albania in the context of Eastern and Southeast Europe**

Trends/Country	Ukraine	Albania	General trends for Eastern and Southeast Europe
European integration	Active adaptation of legislation to EU standards; implementation of the Bologna education system	Implementation of administrative reforms to comply with EU standards; participation in IPA programs	European integration processes shape educational and professional standards in public administration
Digitalization	Launch of the “Diiia. Education” platform for distance learning of civil servants	Using electronic platforms for advanced training through distance learning courses	Digital technologies are widely used to ensure the accessibility of education and optimize training
Professionalization	The Law “On Civil Service” (2024) promotes the professionalization of personnel in the public sector	Training through specialized institutes, such as the School of Public Administration	The reforms are aimed at improving the quality of the civil service through professional training and the implementation of standards of transparency and efficiency.
International cooperation	Participation in Erasmus+ programs, Twinning Projects for staff training	Cooperation with the EU within the framework of technical assistance and experience exchange programs	International partnerships promote knowledge exchange, access to resources, and the introduction of new approaches to training civil servants
Combating corruption	The military context heightens the focus on	Implementation of anti-corruption programs in the	Reducing corruption is a key task for most countries of Eastern

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Trends/Country	Ukraine	Albania	General trends for Eastern and Southeast Europe
	transparency and accountability in the public sector	public administration system	and Southeast Europe in the context of public administration reform
Inclusivity	Efforts to expand access to public administration for different social groups.	Implementing gender equality policies and expanding women's participation in the public sector.	Focusing on inclusion in public administration is an important element of social development
Problems	Uneven access to educational programs between regions; limited resources for advanced training	Regional inequality in access to education; brain drain abroad	Challenges include insufficient funding, brain drain, and unequal access to educational resources

Source: compiled by the authors.

The table highlights the common trends in human capital development in the public administration of Ukraine and Albania, focusing on Eurointegration, digitalization, professionalization, international cooperation, combating corruption, and inclusivity. Both countries are actively adapting their legislation and educational systems to European standards, implementing digital platforms for training, and collaborating with international organizations to enhance personnel qualifications. However, they also face significant challenges, such as uneven access to educational resources, regional disparities, and brain drain, which necessitate a comprehensive approach to reforming the public administration system to ensure sustainable development.

2.2 Specifics of national policies on human capital in public administration in Ukraine and Albania

The development of human capital in public administration is a key task for both countries undergoing various stages of transformation amid Eurointegration processes. Ukraine and Albania face similar challenges related to the reform of administrative systems, improving the quality of education and professional training for civil servants, as well as retaining personnel within their national borders. This section analyzes the specifics of national policies on human capital in these countries, focusing on the legislative, economic, and social mechanisms that promote its development. Ukraine places significant emphasis on reforming the legal

framework regulating the activities of the public sector and defining the requirements for the training and development of civil servants. The Law of Ukraine No. 889-VIII (2024) introduces European standards for professionalization, transparency, and accountability in the civil service. New criteria for recruitment have been established, focusing on competencies and performance rather than political loyalty. The Decree of the President of Ukraine No. 225/2021 (2021) aims to modernize personnel policy, implement principles of inclusivity, and create opportunities for learning based on digital technologies.

For Albania, the legislative framework for human capital is also a priority, especially in the context of its status as an EU candidate country. The Law of the Republic of Albania No. 90/2012 (2012) outlines the principles of effective management of civil servants, including mechanisms for recruitment, assessment, and skills enhancement. The National Strategy for Development and European Integration 2030 (State Agency for Strategic Programming and Aid Coordination, 2022) emphasizes education reform, combating corruption, and creating conditions for the return of citizens working abroad. Albania is actively working to establish transparency mechanisms in the public sector, aimed at increasing trust in state institutions.

Ukraine has faced economic difficulties that significantly affect its ability to invest in human capital. However, mechanisms to stimulate personnel development are being implemented: budget allocations are directed toward training personnel for strategic sectors such as digital technologies, defense, and public administration. Ukraine receives support from international organizations such as the EU, UNDP, and the World Bank, which fund programs for enhancing the qualifications of civil servants.

Albania's economic mechanisms focus on securing funding for educational reforms and creating innovative programs for civil servants. For instance, Albania's participation in EU funding programs allows for the implementation of comprehensive projects in education and professional training (Reci and Jance, 2024).

Social mechanisms aimed at developing human capital in Ukraine take into account the challenges of wartime and the need to prepare personnel to work in crisis situations. For example, state and non-state organizations provide access to educational resources for internally displaced persons, contributing to the preservation and development of their potential.

In Albania, social mechanisms emphasize creating a positive image of the civil service and combating social inequality. For instance, the country has been a participant in the Convention on the Elimination of All Forms of Discrimination Against Women since 1993 (Krylenko, 2018). Ukraine and Albania share a common goal of modernizing public administration according to European standards; however, they implement this goal through different approaches. Ukraine places greater emphasis on adapting its regulations to crisis management conditions, while Albania focuses on anti-corruption measures. Ukraine relies significantly on external assistance, whereas Albania concentrates on internal investments in

education development. Both countries emphasize inclusivity and gender equality, but Ukraine additionally implements initiatives addressing the challenges of war. The strengths and weaknesses of human capital development in public administration in Ukraine and Albania are illustrated in Table 2.

**Table 2. Strengths and weaknesses of human capital development systems
in public administration in Ukraine and Albania**

Aspect	Ukraine		Albania	
	Strengths	Weaknesses	Strengths	Weaknesses
Legislative framework	Modern legislation adapted to European standards, availability of regulatory documents aimed at reforming the civil service	Insufficient implementation of adopted laws, lack of stability in the legislative process due to the political situation	Clearly defined legislative framework for civil service, progress in adaptation to EU standards	The legislative framework does not always take into account national characteristics, frequent changes in laws due to external political influence
Financing	International support (grants, EU programs), targeted funding of educational initiatives	Insufficient domestic funding due to economic difficulties, Budgetary constraints for civil servant development programs	Effective use of European funds for reforms, financing of training programs through international aid	High dependence on external financing, lack of a stable state budget for long-term programs
Educational system	Adaptation to the Bologna system, development of digital educational initiatives	Low level of practical skills of graduates, emigration of qualified personnel abroad	Reformed system of professional training, successful functioning of the School of Public Administration	Unequal access to quality education in the regions, lack of modern material and technical base in educational institutions

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Aspect	Ukraine		Albania	
	Strengths	Weaknesses	Strengths	Weaknesses
Professional training	Advanced training programs for civil servants, emphasis on digitalization in professional training.	Limited access to quality training in the regions, lack of qualified trainers and instructors.	Integration of modern teaching methods, implementation of programs on ethical behavior and anti-corruption standards	Insufficient funding for professional courses, low involvement of the private sector in training personnel for public administration
Anti-corruption measures	Availability of regulations on corruption prevention, activities of anti-corruption agencies	High level of corruption in the public sector, low level of public trust in the results of anti-corruption activities	Progress in the fight against corruption through the introduction of transparent procedures, focus of international projects on overcoming corruption	Difficulties with the implementation of anti-corruption measures in the regions, opacity in the activities of individual state institutions
Social policy	Inclusion initiatives (including integration of IDPs and persons with disabilities) youth engagement programs in public administration	Insufficient popularization of civil service among young people, lack of clear motivational mechanisms for personnel	Emphasis on gender equality in the public sector, creating a positive image of the civil service through social campaigns	Insufficient number of programs for the integration of vulnerable groups of the population, weak communication between the state and youth regarding job prospects in public administration

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Aspect	Ukraine		Albania	
	Strengths	Weaknesses	Strengths	Weaknesses
Migration challenges	Development of programs to retain personnel in the country, support for the return of qualified workers	Mass outflow of specialists due to economic instability and war, limited incentives for migrants to return	Initiatives for the return of migrants to the country, support for students and young professionals in returning after studying abroad	High level of youth emigration due to lack of economic prospects, lack of long-term programs to consolidate personnel in the public sector

Source: compiled by the authors.

This table demonstrates the key advantages and disadvantages of human capital development policies in Ukraine and Albania. Common challenges include a lack of domestic funding, high levels of emigration, and limited access to quality training in regional areas. At the same time, both countries have made positive strides, particularly in legislative reforms, anti-corruption efforts, and the integration of European standards.

Ukraine has the opportunity to draw valuable lessons from Albania, particularly in the effective use of European funds, the development of gender equality, and mechanisms for the return of migrants. Albania has shown significant progress in stable cooperation with the European Union regarding funding for reforms, which can serve as a model for Ukraine in improving mechanisms for attracting and managing external financial resources. Furthermore, the implementation of specific programs that enhance women's participation in the public sector could be an important step towards advancing gender equality in Ukraine. Albania's experience in managing migrants, especially in organizing their return to work in the public sector, could also be adapted to the Ukrainian context.

Conversely, Albania could learn from Ukraine's experience in establishing anti-corruption institutions, such as the National Anti-Corruption Bureau, which could significantly strengthen Albania's anti-corruption policy. Inclusion initiatives for vulnerable groups, such as the integration of internally displaced persons and support for people with disabilities actively implemented in Ukraine, could provide valuable insights for Albania. Digitalization in governance is another important direction, and Ukraine can serve as an example for Albania in the large-scale implementation of electronic services and digital education for civil servants.

Joint initiatives between Ukraine and Albania could include the development of regional development programs aimed at enhancing education and professional training levels in both countries. Collaborative projects in this area could strengthen cooperation between the states. Models of professional training, including the establishment of joint professional development centers for civil servants based on

the best European practices, could become another important aspect of cooperation. Additionally, both countries could work together on developing joint strategies for retaining personnel, which includes creating attractive working conditions in the public sector, an important step in addressing migration challenges. Mutual exchange of experience between Ukraine and Albania could become an effective tool for improving human capital development systems. A focus on expanding European initiatives, integrating modern standards, and enhancing professional training will contribute to increasing the effectiveness of public administration in both countries.

3. Discussion

In the modern world, the role of human capital is becoming increasingly significant, especially in crisis situations such as military conflicts, economic challenges, and social transformation. Effective human capital management not only drives economic growth but also strengthens public administration by enhancing institutional capacity and fostering resilience in the face of adversity. Ukraine and Albania, as countries undergoing profound socio-political changes, offer unique contexts for exploring the dynamics of human capital development in public administration. A study by A. Lendel (2023) emphasized the role of human capital in education during crises, including military conflicts, which is relevant for analyzing the development of human capital in Ukraine. Particular emphasis is placed on the implementation of innovative reforms and online education as means of supporting the learning process. This aligns with findings about the importance of digital platforms for human capital development in Ukraine. However, unlike the research, A. Lendel's work has a narrower focus, concentrating only on the educational aspect, while the conducted study covers a broader spectrum of public administration.

The research by S. Gad and N.B.A. Yousif (2021) presented a knowledge management model for universities, allowing for the assessment of various factors affecting knowledge management. In this context, the importance of organizational culture and structure for the formation of human capital was highlighted, which resonates with the analysis of organizational and structural changes in the public administration systems of both countries. Nevertheless, unlike the study by S. Gad and N.B.A. Yousif, the research considers not only the university level but also state policy in general. At the same time, the results confirm that organizational culture is a significant factor for the effectiveness of civil servants.

In the work by E.M. Berman et al. (2021), the focus was on the paradoxes and challenges of managing human capital in the public sector, which directly correlates with the objectives of the study. Conclusions regarding the need to optimize management practices and overcome structural issues confirm the necessity for improving approaches to human capital development in Ukraine and Albania. However, E.M. Berman's research focuses on specific implementation problems,

while the conducted study provides a broader comparative analysis of the two countries. A. Wesemann (2022) research highlighted the importance of human capital for organizational effectiveness, aligning with findings about the impact of innovative approaches to human capital development on the quality of public administration. Special emphasis in this work was placed on the experience of the United States, which differs in its socio-economic context from Ukraine and Albania. At the same time, general conclusions about the necessity of supporting human resource development for enhancing productivity are relevant to the conducted study.

The research by A. Faggian et al. (2019) analyzed the influence of human capital on regional economic development and the mobility of skilled workers. Results confirmed that the concentration of human capital in urban areas fosters economic growth, underscoring the significance of urbanization. In contrast to this work, the study focused not only on the regional level but also examined an inter-state approach to human capital within public administration. Attention was also directed toward the role of political strategies, while A. Faggian et al. confined their analysis to traditional economic frameworks. J. Zhang and Z. Chen (2024) explored the digital transformation of human resource management in the context of the digital economy. They identified five key factors influencing digitalization and described how it changes approaches to work. In contrast, the study emphasized the integration of digital solutions not only in the realm of human resources but also in broader human capital development strategies aimed at improving public administration effectiveness. The importance of digitalization was confirmed in both cases, but the approaches to its implementation had different scopes.

The study by A. Grigorescu et al. (2021) examined the impact of digitalization and human capital on the well-being of the population in EU countries. The analysis confirmed that digitalization positively correlates with the development of human capital and socio-economic well-being. In comparison to this work, the emphasis was placed on the relationship between digitalization and public management practices in the context of reforms. Specific challenges characteristic of transitional economies, which were not analyzed by A. Grigorescu et al., were also taken into account. T.G. Kupriy et al. (2022) investigated the components of human capital development in the context of post-war reconstruction in Ukraine. The analysis included an assessment of the impact of education, population health, and information technologies on the economy. In this context, the results resonate with the conclusions regarding the importance of vocational education and digitalization for effective human capital development. However, T.G. Kupriy et al. focused more on national aspects, while our study analyzed the interstate perspective of human capital development within different political and social systems.

The article by S. Mahilaj and M. Cenaj (2023) explored the role of the Venice Commission in combating corruption and its impact on the development of good governance in Ukraine, Albania, and Georgia. The findings confirmed the importance of international recommendations for ensuring the rule of law and creating effective anti-corruption structures. The analysis of the role of political will

as a key factor in implementing reforms complements the conclusions about the need for a strategic approach to human capital development. In comparison, the emphasis was placed on the multidimensional aspects of human capital management, including digitalization and educational initiatives.

The conducted research confirms that human capital is a cornerstone of economic growth and effective governance in both Ukraine and Albania. The analysis highlights the central role of organizational culture, political commitment, and the integration of digital technologies in shaping successful management practices. These factors not only drive the development of competencies within the workforce but also facilitate more transparent, efficient, and inclusive public administration systems (Androniceanu, 2025). Moreover, the study underscores the importance of adapting policies to the socio-political and cultural context of each country, ensuring that strategies are aligned with local needs and capacities. At the same time, the research emphasizes the interconnectedness of human capital and public management practices, demonstrating that their development should proceed in tandem. The differences between Ukraine and Albania, particularly in terms of institutional maturity and technological readiness, suggest that a one-size-fits-all approach is ineffective. Instead, tailored strategies that consider each country's unique challenges and opportunities are critical. By leveraging the strengths of their existing frameworks and addressing identified weaknesses, both countries have the potential to further enhance their human capital, contributing to sustainable development and more effective governance in the long term.

4. Conclusions

The development of human capital in public administration is one of the key factors for the successful functioning of state institutions amidst global challenges and local transformations. This study conducts a comparative analysis of approaches to human capital formation in Ukraine and Albania. Despite differences in socio-economic contexts and the levels of development of administrative systems, both countries demonstrate a commitment to modernizing public administration through the enhancement of educational programs, the upskilling of civil servants, and the implementation of digital technologies.

The research identifies common features in human capital development policies in Ukraine and Albania, including a focus on competency-based approaches, a desire to integrate international experiences, and an emphasis on innovative mechanisms for personnel training. Additionally, several differences were found, influenced by the specifics of political culture, financial capabilities, and levels of access to international support. The results obtained allow for the formulation of concrete recommendations aimed at optimizing human capital development systems, including the strengthening of interstate cooperation, the establishment of joint educational programs, and the adaptation of best practices from each country. In conclusion, the strategic enhancement of human capital in public administration is

imperative for both Ukraine and Albania to navigate contemporary challenges effectively. By fostering collaboration and knowledge exchange, both countries can leverage their unique strengths to improve governance outcomes, thereby contributing to the overall socio-economic development of their societies.

However, this research is limited by the lack of complete access to internal documents and statistical data regarding the effectiveness of educational and professional programs in each country. Furthermore, the study primarily encompasses a theoretical analysis without empirical verification of the conclusions drawn. Future research could focus on analyzing specific cases of human capital development policy implementation in Ukraine and Albania, as well as conducting comparative surveys among civil servants. This would enable the identification of the actual impact of the proposed approaches on the quality of public administration and the level of professional development of personnel.

Conflict of Interest Statement

The authors declare that there is no conflict of interests.

Acknowledgment

That is not the case.

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