

Sectoral Systems of Professional Development in Implementation of Regional Strategies for Human Capital Development

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Abstract. The article focuses on the reasons for a growing interest in the issue of human capital in the modern Russian conditions. The need to develop regional strategies is determined by specifics of jobs in regional economies, sector-based characteristics of work organization at the regional enterprises, targeted development prospects for regional economic actors, and existing regional problems relating to work organization. The analysis is given to the possibility of combining regional strategies for the human capital development and sector-based systems for proficiency enhancement. The paper provides the authors' perspective on the definition of the human capital as well as a framework for interrelating elements of regional strategies for the human capital development and sectoral systems for professional development (by the example of the Far East). The organization of supplementary vocational education as an element of sectoral systems for professional development is shown to be included into the regional strategies for the development of human capital.

1. Introduction and research rationale

At present, both in domestic economic science and in economic policy, more and more attention is paid to the topical issues of the formation and development of human capital. In our opinion, it can be attributed to the following reasons:

1. moving of the majority of the developed countries of the world, which are either regional or global technological leaders, into the phase of the post-industrial economy;
2. expanding the sphere of intangible assets of material production related to the priority using of human intellectual resources;
3. pursuing the tasks of creating an innovation and a knowledge-based economy of Russia;
4. under-achievement of the main socio-economic indicators targeted at the federal and regional levels in previous periods.

Researchers gave their attention to the problem of the development of a person as a full participant in the reproduction process a few centuries ago. However, a full-fledged theory of human capital (as part of economic theory) was formed by G. Becker, T. Schulz and J. Miller in the mid-60s of the last

century. In 1992, nearly 30 years later, G. Becker's monograph "Human capital: theoretical and empirical analysis" as an outstanding contribution to science was awarded the Sveriges Riksbank Bank in Economic Sciences in Memory of Alfred Nobel. Here, there is nothing unusual; unlike other sciences, in the field of economics the Nobel Memorial Prizes are awarded, as a rule, 20-30 years later, after a research work had been published.

As already noted, there is no shortage of publications on this topic in our country. A significant array of articles can be conditionally divided into three subgroups. The first group comprises publications which studies human capital as "things in themselves" [4, 10, 18]. The second group consists of publications related to applied aspects of the formation and / or development of human capital in an innovation economy [9, 12, 23]. For this study, publications with respect to the regional characteristics of human capital development are of particular interest [1, 5, 7, 8, 14, 15, 19, 22]. Based on empirical data on differences in socio-economic indicators of regions, researchers compare regions and rate them according to the assessments of human capital [1, 5, 7, 8]. Moreover, almost every author gives his definition of the concept of human capital. We believe that human capital should be understood as a collection of individuals' reproducible resources to meet their needs.

A considerable attention is given to the issues of supplementary professional education in the scientific publications [2, 3, 13, 16, 21]. However, we do not find any system of such education in any of these publications in spite of the word combination "refresher training system" which is a part of their titles. In addition, the place and role of the training systems which currently exist in economic sectors within the framework of evolving regional human capital development strategies are not defined.

Thus, it is evident that in the current circumstances, regional strategies of human capital development are poorly combined with the existing sectoral refresher training systems.

2. Problem statement

In view of the above, to form the enabling environment for implementing the regional strategies for the human capital development, it is necessary to clarify the conditions (exogenous and endogenous factors) of the formation of such strategies, as well as the institutional parameters for their implementation and adjustment. Besides, the role and place of supplementary professional education in terms of strategies for human capital development need to be defined. These trends will be shown by the example of the human capital development strategy of the Far East.

3. Theory

As we have seen before, in terms of general theory, the formation and development of human capital in this country (taking into account regional specifics) has been discussed for a long time. However, at the institutional level for the Far East, the issue was set up in 2012 with the creation of the Ministry for the Development of the Far East and the Far East Human Capital Development Agency in 2015. The Ministerial plan of activities for the period of 2016-2021 which was approved by the Minister of the Russian Federation for the Development of the Far East on July 20, 2016, No. AG-43, assigned four objectives to be achieved: creating and developing the territories of advanced social and economic development and the free port with enabling environment for attracting investments in the Far East; assistance in the implementation of investment projects in the Far East; attraction and consolidation of labor resources in the Far East, including by providing the land plots ("Far Eastern Hectares"); creating an effective development management system for the Far East by coordinating the government authorities, institutions for development and economic agents.

To pursue these objectives, three structures have been established: the Far East Investment and Export Agency with focus on attracting investments and supporting exports, the Corporation for the Development of the Far East, the Far East Human Capital Development Agency (FE HCDA). The main objective of the FE HCDA is to provide labor resources for the Far East enterprises, which, in terms of ongoing migration of population, is not only a regional, but also a national concern. This objective should be reached by implementing the following trends: Relocation program and support

and adaptation program for people moving to the Far East; Search for employment and career counseling; Counseling on higher and supplementary education programs in greater demand; Implementing the “Far East Hectare” program.

It is evident that the area of professional development interrelates with the third function of the FE HCDA (Fig. 1).

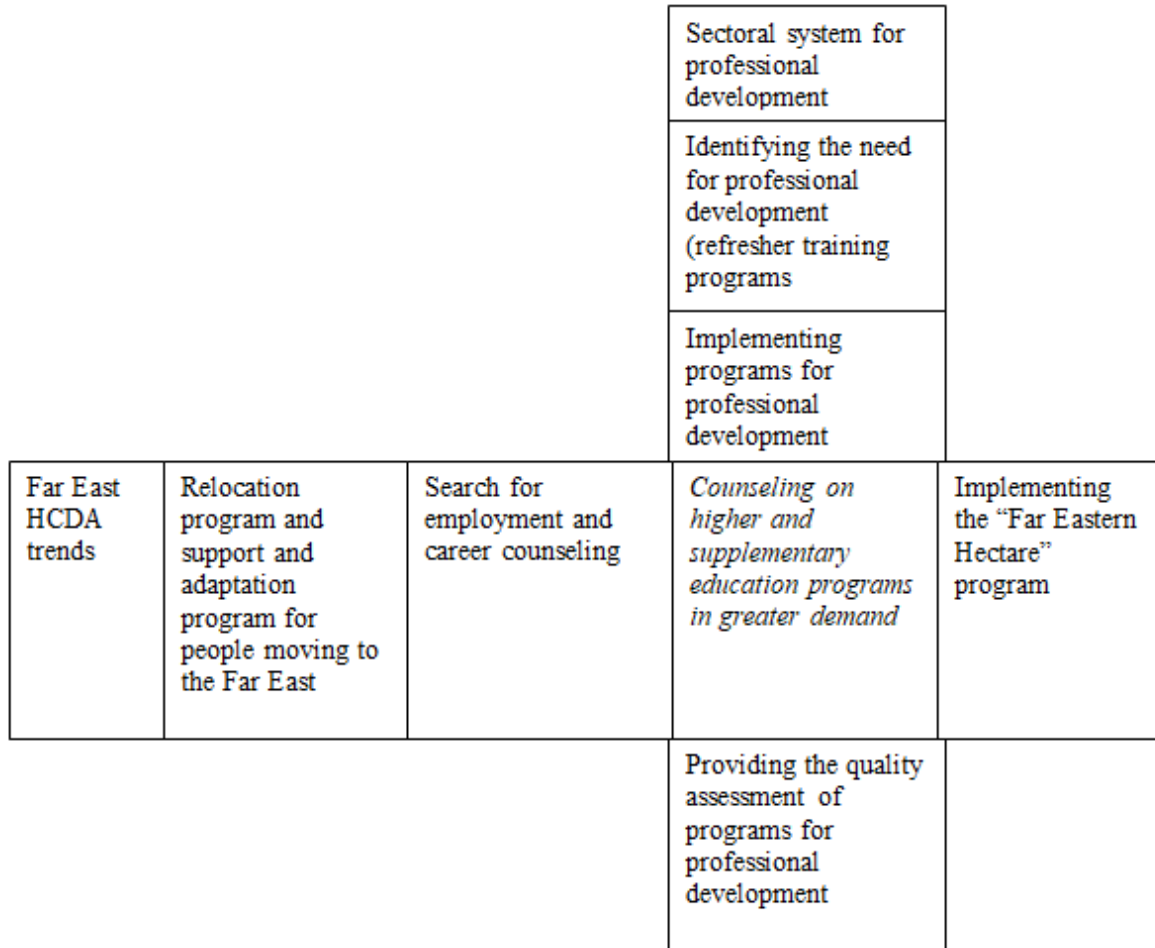


Figure 1. The area of the interrelation of sectoral systems for professional development (refresher training) and trends in the human capital development (by the example of the Far East).

It is clear that the blocks of the sectoral system for professional development (refresher training) and the trends of the FE HCDA, which are shown in Figure 1, are conditional and do not reflect the whole variety of functions, direct and feedback links. Nevertheless, even artificially reduced objects can show areas of their interrelation.

4. Practical application

As mentioned above, regional strategies for the development of human capital are only being formed. The need for their development is determined by the specifics of labor in regional economic systems, sectoral characteristic features of labor organization at enterprises in the region, target development prospects for regional economic agents, existing regional problems of labor management, and principles of certainty of expected results of the strategy implementation [19]. Meanwhile, sectoral systems for professional development, as a rule, have already been created and are functioning effectively. As usual, such systems are rigidly centralized, however, actual professional development or refresher training takes place “on spot” in the regions. If to deal with things objectively, with the

introduction of digital technologies, there is a transfer of educational content to the e-learning domain. However, there is a significant array of professional competencies that cannot be formed distantly. Besides, personal acquaintance and face-to-face communication of specialists of any industry have a positive impact on professional development.

5. Conclusion

To sum up, when implementing the regional strategies for the development of human capital, they may include the elements of sectoral systems for professional development (refresher training).

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