

Abstract

This diploma thesis deals with the development of human capital in China, India, and South Africa. It focuses on the historical development and the main milestones in the development of education systems in individual countries and subsequently their current state. The aim is to compare individual countries in terms of human capital development and to figure out why South Africa is ranked worse than the other two countries in the World Bank's Human Capital Index, even though it is one of the upper middle-income countries along with China and India is a country with a lower middle income and yet it is ranked higher in this ranking.

The work examines the history of the development of education systems in individual countries and describes their significant milestones that have influenced education to such an extent that the country is still struggling with the consequences. Firstly, this thesis describes the current state of education systems and gathers important characteristics and major problems. These problems stem mainly from historical developments, which have caused China to reform its education in order to get rid of the consequences of Soviet influence. India has been particularly influenced by British influence, which has changed its traditional education and is currently struggling with many problems, including high illiteracy and unequal access to education. Unequal access to education is also a problem in South Africa, a remnant of the apartheid era that racially segregated education system and significantly stagnated human capital development.

The indicators in this work do not sufficiently explain why South Africa is lower in the Human Capital Index than the other two countries, and in some respects, it is performing better than China and India. Therefore, it is necessary to look at the qualitative part of this work and thus the historical development of education in these countries.