

POVEZANOST STRUKTURE DIPLOMANTOV TERCIARNEGA IZOBRAŽEVANJA Z GOSPODARSKO RAZVITOSTJO – ANALIZA EVROPSKIH DRŽAV

Correlation between Tertiary Education Graduates by Field of Study and Economic Development—An analysis of European countries

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Izvleček

V prispevku analiziramo povezanost strukture diplomantov terciarnih programov po klasifikaciji ISCED 1997 z realnim BDP/preb. po področjih izobraževanja za 25 držav Evropske unije ter za Islandijo, Norveško in Švico. Povezanost izobraževanja z gospodarsko razvitostjo je predmet številnih, med seboj nasprotujočih si razprav. Zelo malo študij pa se nanaša na področja izobraževanja; v pregledu literature tudi nismo zasledili podrobnejše analize, ki bi se nanašala na povezanost strukture diplomantov po vseh področjih izobraževanja ter na BDP/preb. Na osnovi dobljenih rezultatov lahko potrdimo povezanost strukture diplomantov po področjih terciarnega izobraževanja z BDP/preb., pri čemer lahko identificiramo nekatere pozitivne ter nekatere negativne povezave.

Ključne besede: terciarno izobraževanje, področja izobraževanja, BDP/preb.

Abstract

In this paper the correlation between the structure of graduates by study fields (using ISCED 1997 classification) and real GDP per capita is analyzed for the 25 countries of the European Union, Iceland, Norway, and Switzerland. Although the relationship between education and economic development has been the topic of numerous studies, results are often contradictory, and only a few studies have analyzed the structure of graduates by study fields of education. Our research results suggest that the structure of graduates by study fields correlates with the GDP per capita, where some negative and some positive correlations are identified.

Keywords: tertiary education, fields of study, GDP/capita.

1 Uvod

Mnenja o vplivu izobraževanja na gospodarsko razvitost so deljena in so še vedno predmet številnih razprav (Guisan 2009a, Guisan in Aguayo 2010, Hanuschek in Kimko 2000, Michaelowa in Weber 2008). Večina avtorjev meni, da so boljše usposobljeni in izobraženi delavci produktivnejši in se hitreje prilagajajo tehnološkim spremembam (Corvers 1997, Guisan 1997, Barro 2001), saj višja stopnja razpoložljivega človeškega potenciala omogoča absorpcijo visokih tehnologij, za kar je še posebej pomembno izobraževanje na sekundarni in terciarni stopnji (Barro 2000). Ne samo, da imata izobrazba in njen kvalitativni vidik pozitiven vpliv na gospodarsko razvitost in sta potencialno pomembno

višje rezultate v testih iz naravoslovja, matematike in pismenosti. Rezultati naše raziskave tudi potrjujejo povezavo deleža diplomantov naravoslovnih ved (ISCED 7 in ISCED 4) z državami z visokim BDP/preb. (zgornji kvartil). Lahko pa bi se tudi strinjali z ugotovitvijo Bilsa in Klenova (2000), ki menita, da gospodarska razvitost pravzaprav pogojuje strukturo izobraževanja in ne obratno (Sianesi 2000) ter da države z višjim BDP/preb. namenjajo več sredstev za študije, ki v povprečju pomenijo višje stroške na diplomanta (študij naravoslovja, matematike, računalništva, zdravstva ipd.).

Analiza je torej pokazala, da obstajajo korelacije med področji terciarnega izobraževanja po klasifikaciji ISCED 1997 in BDP/preb. in da je presežek družboslovnih študijev oz. manko naravoslovno-matematičnih študijev indikator za nižji BDP/preb.

V raziskavi je postavljen zgolj okvir za razmišljanje o primernosti uporabe posameznih področij terciarnega izobraževanja za ugotavljanje povezanosti z BDP/preb. in odpirajo se tudi številne možnosti za nadaljnje raziskave, ki se nanašajo na opredelitev podrobnejše strukture diplomantov na osnovi mikropodatkov za evropske države kot celoto kakor tudi za posamezne države.

Rezultati so pokazali, da je obilje družboslovnih diplomantov domena revnejši držav, ker pa je področje družboslovja široko, saj zajema psihologijo, sociologijo, politologijo, ekonomijo, novinarstvo, poslovne in upravne vede, finančništvo, bančništvo, zavarovalništvo, računovodstvo, davkarstvo, poslovanje in upravljanje, administrativno delo in pravne vede, bi bilo treba v tem naboru opredeliti specifična področja.

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