

# Human capital composition and economic growth in a changing world: The case of Africa

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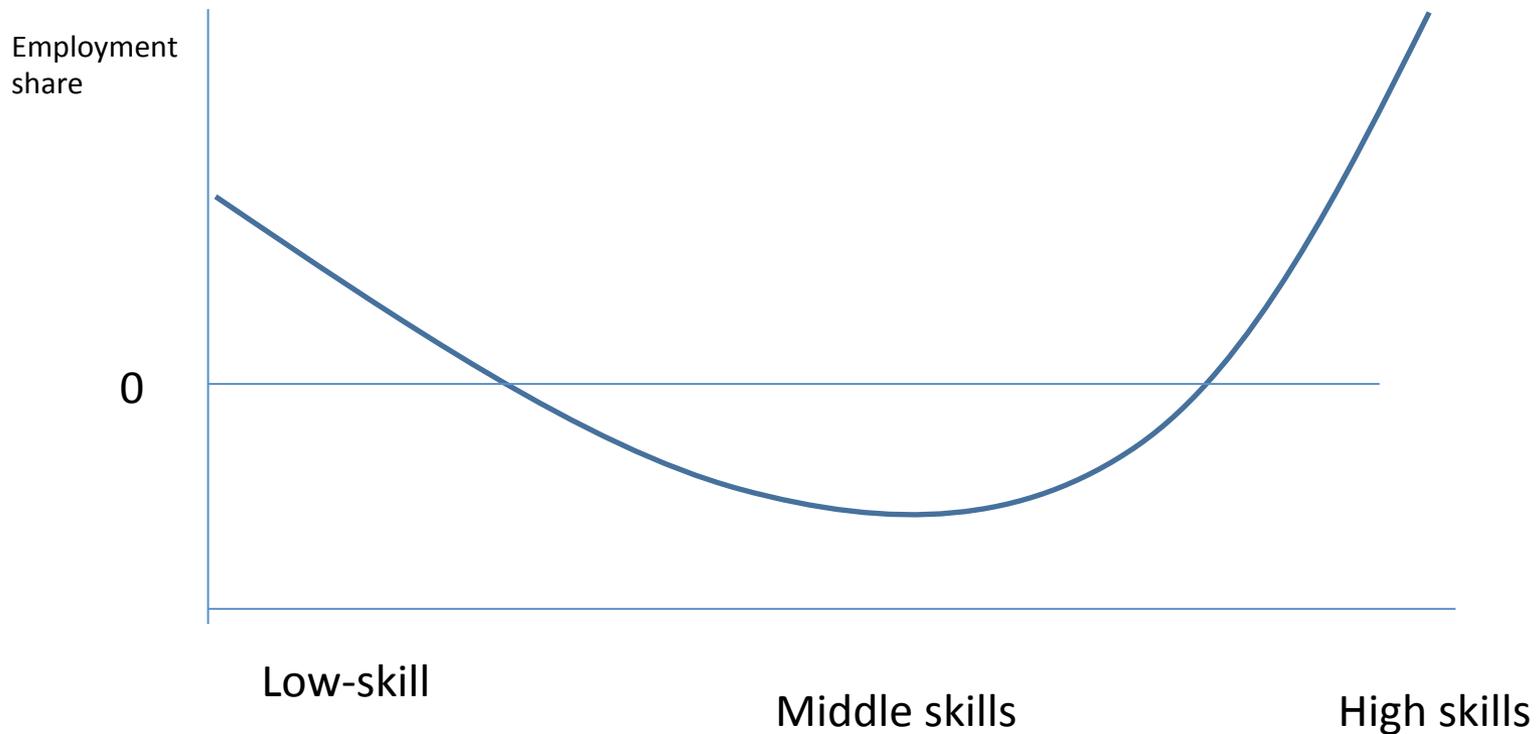
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# Background

- Globalisation has largely affected sectoral composition of growth, resource flow and human capital development across the globe
- Labour-augmenting technological innovations benefited skilled workers and drove skilled human capital accumulation over the 1980s and 90s.
- Thereafter, most advanced economies leaned toward the production of non-tradable low-skill tasks (using lower level human capital) to the detriment of tradables tasks – middle skill tasks (which are supplied in “excess” by other countries- rest of the world)(Acemoglu and Autor, 2011; Mandelman 2016).

# Polarisation of skills

- Importance of skills (human capital) in globalised world- advanced economies



# Motivation

- Trade is central to economic restructure in LICs but how is globalisation shaping human capital development in LICs.
- Earnings or task based data is limited but what type/level of human capital are needed to support the changing composition of growth in low income regions such as African?

# Current study and addition to knowledge

- We evaluate the importance of different measures of human capital to economic growth for SSA countries.
- Single country and large inter-regional cross country studies that evaluate specific human capital measure exist but studies examining effect of different measures of human capital on growth in SSA is limited.

## **Main findings**

- All skill levels (human capital tasks) appear to drive growth Basic education support most growth, followed by secondary and tertiary education since 1990.

# Estimation: Human capital and growth

- $Y_{jt} = \alpha_j + \beta hc_{it} + \pi Z_{it} + \varepsilon_{jt}$
- where
  - $Y_{it}$  is GDP per capita
  - $hc$  is human capital measure
  - $Z_{it}$  is a vector of control variables
  - the subscripts  $i$  and  $t$  represent observation for each country at a specified time.
  - $\alpha_j$  is the country-specific effect
  - $\beta$  and  $\pi$  are parameters and  $\varepsilon_{it}$  is an error term

## Human capital (Education measures) and Economic growth (control variables not shown)

	Mode 1	Model 2	Model 3	Model 4
<b>Tertiary sch. enrolment</b>	0.108*** (0.04)			
<b>Human capital index</b>		0.157** (0.07)		
<b>Primary sch. enrolment</b>			0.429*** (0.08)	
<b>Secondary sch. enrolment</b>				0.298*** (0.07)
<b>Constant</b>	0.870** (0.35)	0.525** (0.25)	-0.018 (0.17)	1.127*** (0.36)
<b>Observations</b>	255.000	369.000	352.000	251.000
<b>R<sup>2</sup></b>	0.885	0.879	0.911	0.894

Note: N represents number of observations; figures in parentheses are *t*-values.

\*\*\* means significant at 1% level, \*\* significant at 5% level, \* significant at 10% level.

# Human capital and Economic growth

	<b>Mode 1</b>	<b>Model 2</b>	<b>Model 3</b>	<b>Model 4</b>
	Tertiary school	Human capital	Primary school	Secondary school
	0.108*** (0.04)	0.157** (0.07)	0.429*** (0.08)	0.298*** (0.07)
<b>Capital per labour</b>	0.680*** (0.07)	0.757*** (0.07)	0.782*** (0.05)	0.593*** (0.09)
<b>Government expenditure</b>	0.175*** (0.05)	0.194*** (0.05)	0.070 (0.05)	0.112* (0.06)
<b>Trade openness</b>	0.017 (0.05)	-0.091 (0.06)	-0.132** (0.06)	-0.095 (0.06)
<b>Household consumption</b>	-0.003* (0.00)	-0.003 (0.00)	-0.002 (0.00)	-0.001 (0.00)
<b>Urbanization</b>	0.008 (0.01)	-0.005 (0.00)	-0.002 (0.00)	-0.004 (0.01)
<b>Aid</b>	-0.053* (0.03)	-0.035 (0.02)	-0.023 (0.02)	-0.006 (0.02)
<b>Polity</b>	0.004 (0.00)	0.004 (0.00)	0.006** (0.00)	0.006** (0.00)
<b>Governance</b>	-0.089*** (0.03)	-0.084*** (0.02)	-0.057** (0.02)	-0.024 (0.03)
<b>Constant</b>	0.870** (0.35)	0.525** (0.25)	-0.018 (0.17)	1.127*** (0.36)
<b>Observations</b>	255.000	369.000	352.000	251.000
<b>R<sup>2</sup></b>	0.885	0.879	0.911	0.894

# Education quality measures and Economic growth

	<b>Model 1</b>	<b>Model 3</b>	<b>Model 4</b>	<b>Model 5</b>	<b>Model 6</b>	<b>Model 7</b>	<b>Model 8</b>
	Gender parity index (primary)	Pupil-teacher ratio (tertiary)	Progression to secondary school	L i t e r a c y rate(15-24)	Literacy rate (adult)	Pupil-teacher ratio (secondary)	Gender parity index (secondary)
	0.436*** (0.11)	0.046** (0.02)	0.081** (0.04)	0.135*** (0.04)	0.171* (0.09)	-0.004 (0.06)	0.155 (0.10)
<b>Capital per labour</b>	0.770*** (0.05)	0.757*** (0.07)	0.810*** (0.05)	0.837*** (0.08)	0.905*** (0.05)	0.888*** (0.08)	0.825*** (0.08)
<b>Government expenditure</b>	0.122*** (0.04)	0.283*** (0.07)	0.106* (0.06)	0.068 (0.11)	0.133* (0.07)	0.135* (0.07)	0.130** (0.06)
<b>Trade openness</b>	-0.105** (0.05)	0.015 (0.06)	-0.085 (0.06)	-0.127 (0.15)	-0.144* (0.08)	-0.171* (0.09)	-0.141** (0.06)
<b>Household consumption</b>	-0.002 (0.00)	-0.005 (0.00)	-0.002 (0.00)	0.008 (0.01)	0.007 (0.01)	-0.004 (0.00)	-0.002 (0.00)
<b>Urbanization</b>	0.000 (0.01)	0.004 (0.00)	-0.011 (0.01)	-0.005 (0.01)	-0.001 (0.01)	-0.006 (0.01)	0.004 (0.01)
<b>Aid</b>	-0.010 (0.01)	-0.035 (0.04)	-0.014 (0.02)	-0.017 (0.03)	0.080** (0.04)	-0.026 (0.02)	-0.036 (0.02)
<b>Polity</b>	0.003 (0.00)	-0.001 (0.00)	0.005* (0.00)	0.000 (0.00)	-0.002 (0.00)	0.012*** (0.00)	0.009** (0.00)
<b>Governance</b>	-0.097*** (0.02)	-0.128*** (0.03)	-0.050 (0.05)	-0.126*** (0.03)	-0.109*** (0.03)	-0.051** (0.02)	-0.067** (0.03)
<b>Constant</b>	0.405* (0.21)	0.366 (0.32)	0.224 (0.18)	0.067 (0.29)	-0.144 (0.26)	0.319 (0.60)	0.433 (0.41)
<b>Observations</b>	349.000	163.000	211.000	78.000	75.000	191.000	246.000
<b>R<sup>2</sup></b>	0.904	0.892	0.876	0.944	0.972	0.832	0.854

## Interactions: Education level and Governance on growth

	Model 1	Model 2	Model 3	Model 4
<b>Gov* Tertiary Sch</b>	0.091 (0.10)			
<b>Human capital index</b>		0.065 (0.08)		
<b>Gov*Human capital</b>		0.179* (0.09)		
<b>Primary school</b>			0.433*** (0.10)	
<b>Gov*primary school</b>			-0.005 (0.10)	
<b>Secondary school</b>				0.113* (0.07)
<b>Gov*secondary school</b>				0.245** (0.11)
<b>Constant</b>	0.957*** (0.34)	0.703*** (0.24)	-0.025 (0.22)	1.200** (0.39)
<b>Observations</b>	255.000	369.000	352.000	251.000
<b>R<sup>2</sup></b>	0.887	0.884	0.911	0.905

# Interactions- Education Human Capital Measures and Governance

	Model 1	Model 2	Model 3	Model 4
	Governance*Tertiary	Governance*HCI	Governance*primary	Governance*secondary
	0.091	0.179*	-0.005	0.245**
	(0.10)	(0.09)	(0.10)	(0.11)
<b>Capital per labour</b>	0.670***	0.746***	0.782***	0.627***
	(0.07)	(0.07)	(0.05)	(0.08)
<b>Government expenditure</b>	0.171***	0.186***	0.070	0.095
	(0.05)	(0.05)	(0.05)	(0.06)
<b>Trade openness</b>	0.017	-0.080	-0.132**	-0.084*
	(0.05)	(0.06)	(0.06)	(0.05)
<b>Household consumption</b>	-0.003	-0.002	-0.002	-0.001
	(0.00)	(0.00)	(0.00)	(0.00)
<b>Urbanization</b>	0.009	-0.002	-0.002	0.005
	(0.01)	(0.00)	(0.00)	(0.01)
<b>Aid</b>	-0.061	-0.039	-0.023	-0.009
	(0.04)	(0.03)	(0.02)	(0.02)
<b>Polity</b>	0.004	0.003	0.006**	0.006***
	(0.00)	(0.00)	(0.00)	(0.00)
<b>Governance</b>	-0.141**	-0.364**	-0.048	-0.371*
	(0.07)	(0.15)	(0.20)	(0.15)
<b>Tertiary school</b>	0.049			
	(0.07)			
<b>Human capital</b>		0.065		
		(0.08)		
<b>Primary school</b>			0.433***	
			(0.10)	
<b>Secondary school</b>				0.113*
				(0.07)
<b>Constant</b>	0.957***	0.703***	-0.025	1.200**
	(0.34)	(0.24)	(0.22)	(0.39)
<b>Observations</b>	255.000	369.000	352.000	251.000

# Conclusion and Policy implication

- This study investigates whether the global change has affected the human capital development in Africa.
- Our results suggests that the composition of human capital from tertiary education level is weakly driving growth compared to those based on basic and secondary education.
- Results may be affected by stabilization policies where many LICs
  - reduced public support for tertiary education(high skilled Human capital) following austerity and economic restructure over the 1980s and 1990s (affordability issues may hinder private investment)
  - increased support for universal access to elementary/first cycle education (low skilled human capital)

# Conclusion and Policy implication

- Polarisation of skills in advance countries may support private investment in higher skill tertiary education driven human capital.
- LICs also require higher skills to benefit from technology augments growth but private provision of tertiary education may limit share of high skills in the skill set

Thank you

# Poverty and the Sectoral Composition of Growth by Income Level

	Low Income Countries	Low - Middle Income Countries	Upper-Middle Income Countries
C	6.681932*** (23.67584)	-3.639360 (-1.564537)	3.014048 (0.906995)
LOG(AGVA)	-0.017383 (-0.166668)	-0.235830 (-0.790296)	<b>-0.866191***</b> (-2.936808)
LOG(SERVVA)	-0.895748*** (-10.73921)	-0.565888** (-2.2033312)	-0.463428 (-1.336040)
LOG(INVA)	<b>0.152764***</b> (9.146765)	-0.890794*** (-3.596273)	-1.207952*** (-2.891235)
LOG(GINI)	0.209961*** (6.434293)	4.224994*** (7.272428)	3.750073*** (6.209945)
Adjusted R-Squared	0.971886	0.914259	0.91951
Observations	91	145	116
Cross Sections	28	33	21

- ❖ **Industrial GDP elasticity is positive and significant → suggesting a 1% increase in industrial growth will actually increase headcount poverty by 0.15 %**