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职业教育的 经济发展贡献 和□成本收益问题研究

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东南大学出版社

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内容提要

本书论述了职业教育的经济发展贡献和成本收益问题。内容包括:绪论、主要支撑理论及概念界定、职业教育对国民经济增长的贡献、职业教育对就业增长的贡献、职业教育的成本及收益、职业教育主要问题的成本-收益分析、结论及政策建议。

本书主要读者对象是职业教育工作者,教育管理部门人员、教育学和经济学研究工作者及相关专业的师生。

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序

王 荣

20 世纪 80 年代以来,我国教育经济学理论工作者从中国教育改革和发展的现实需要出发,应用经济学及相关理论对教育领域的义务教育、高等教育等若干命题进行了经济分析研究,产生了一系列宝贵成果。这些成果为高等教育和义务教育的管理体制、投资体制、办学体制改革提供了重要的理论支撑,发挥了重要的引领作用。但是,对作为教育经济学重要分支的职业教育经济学研究却还不够多、不够深,远不能满足我国高中阶段教育普及率的提高和高等职业教育的迅速发展的现实需要,更不能满足各级各类教育自身及其与社会经济协调发展的理论需求,因此,可以说职业教育经济学研究是我国当前和今后一段时间教育经济学乃至经济学研究领域的热点和难点所在。杭永宝同志长期致力于教育学和经济学研究,近年来他选择这一难题,以辩证唯物主义和历史唯物主义科学的世界观和方法论为指导,参考西方经济学的相关研究成果,在搜集大量实际资料的基础上,写出了 20 多万言的专著《职业教育的经济发展贡献和成本收益问题研究》。作者从人力资本理论、新经济增长理论、教育经济学理论、人类行为的成本-收益分析假说理论对职业教育的经济发展贡献和成本收益相互逻辑关系构建的基本框架出发,在不断完善的社会市场经济条件下,紧紧瞄准职业教育市场化发展取向,纵观职业教育改革和发展中出

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现的一些新情况、新问题,尤其是如何提高我国职业教育对经济增长和就业的贡献、如何解决“技工荒”与职业教育招生难问题、职业教育如何更好地服务“三农”等热点问题,进行了理论和实证研究,提出了政策建议,对深化教育改革、促进教育与社会经济协调发展具有重要的理论指导意义和决策参考价值。

本专著体系严谨,概念清晰准确,逻辑结构严密。作者运用辩证唯物主义的分析方法,从一般到特殊,从抽象到具体,逐步深入地对职业教育贡献和成本收益的各个层次、各个方面展开理论和实际的分析,然后进行综合和整体论证。首先,概略性分析我国职业教育发展成效、存在的突出问题与矛盾,揭示了进一步加快职业教育改革和发展的迫切性和必要性,并对国内外有关教育对经济增长贡献和教育收益率的研究进行了较系统的综述和简评,形成专著的逻辑起点。第二,运用马克思主义经济学理论,有选择地借鉴国外的人力资本理论,探讨了关于教育经济学的一般理论,构筑了本专著的理论基础。第三,在教育贡献的基本计量模型的基础上,拓展出职业教育及相关教育对经济增长贡献计量的模型,探究我国职业教育及其相关教育对经济增长贡献的具体计算方法和步骤,提出教育贡献基本计量模型修正设想,实证估算我国1982—1993年教育对国民经济增长总体贡献以及我国1993—2004年各类教育对国民经济增长的分别贡献,并把我国教育的经济增长贡献分别进行横向(与国外国家教育贡献)和纵向(与我国不同时期教育贡献)综合比较分析,形成了具体性的结论与建议。第四,对教育和职业教育的就业增长贡献机理进行理论研究分析,并通过我国职业教育与相关教育对就业增长贡献的实证比较,剖析了我国职业教育及其相关教育的发展与就业增长非一致性成因,探究了我国提高职业教育就业增长贡献率的主要路径。第五,对职业教育成本与收益进行经济分析,提出了教育内部回收(贴现)率具体计算模型(图),实证计算并比较分析了我国职业教育与相关教育的个人内部回收(贴现)率和社会收益率,并对我国教育成本和

收益具体计算方法及其影响进行了评析与修正。第六,运用成本收益理论分别对当前我国职业教育存在的“技工荒”现象、中等职业教育招生难、农村职业教育办学困难和职业院校训练基地投资等问题进行了专门分析。最后,在对全书总结的基础上,提出了发展职业教育并提高其经济发展贡献率的综合性政策建议。全书叙述脉络清晰,引人入胜,大有令人一翻书就欲知下文之感。

扎实深厚的理论基础和潜心研究,使杭永宝同志的这部专著在理论上自成体系并富有创新性。其主要特点与创新有以下几个方面:

(1) 在研究方法上,作者把辩证唯物主义和历史唯物主义的基本原理灵活地运用于我国职业教育的经济增长贡献和成本收益问题研究,在具体的研究方法上形成了理论分析与政策研究为一体、定量分析与定性研究相结合、逻辑分析与比较研究相结合、统计分析 with 调查研究相结合的四个特点,使得全书各部分之间呈现出严密的系统性、逻辑性和统一性。

(2) 定量分析技术上,作者在职业教育贡献率计算中,采用“权重分配法”,突破了丹尼森模型分别计算各类教育对经济增长贡献率的难题,并对我国实行市场经济前后两个 11 年间的各类教育特别是职业教育对我国经济增长的贡献率进行了实证计算和比较研究;在职业教育社会收益率计算中,采用“因素排除法”突破了因教育而提高的劳动生产率测算问题,并对我国 4 类教育的社会收益率分别进行了实证计算和分析比较,得出了最新的结论与建议。

(3) 模型应用创新上,作者在运用丹尼森模型计算我国不同时期教育贡献率过程中,发现了该模型可能的不足,提出了增加社会经济体制、教育质量、融入研究生教育和社会继续教育等 4 个因素的修正参数意见,并运用修正模型实证计算了我国 1982—1993 年间教育经济增长贡献率。

(4) 理论应用创新上,作者在运用新经济人假说和诺斯意识形态理论分析问题的基础上,提出了人类行为成本-收益分析假说;在实证研究我国职业教育成本及个人与社会收益率的基础上,

提出了各类教育结构性均衡发展的理想条件和原则,并据此对我国教育结构主要指标进行了粗略的实证分析;综合运用弹性理论、概率理论和收益理论等分析研究了我国职业教育对就业增长的贡献,得出了新的结论与启示。

(5) 资料选择处理上,作者选择了我国实行市场经济前后两个 11 年作为重点研究的时段,具有特别的意义;作者综合选用了十多种统计年鉴,科学合理地处理了 1 000 多个数据,填补了我国职业教育相关历史数据的空白,解决了我国职业教育经济学研究的数据瓶颈问题,为我国教育经济学研究的首例。

(6) 政策措施建议上,作者通过对职业教育的经济和就业增长贡献率、边际收益率、内部回收贴现率和社会收益率等诸方面进行综合分析的基础上,就我国职业教育发展及提高职业教育和相关教育的经济发展贡献与收益问题提出了系列配套的政策建议措施,包括:优化职业教育发展的环境和机制,降低预期成本、提高预期收益;加快发展中等职业教育,提高受职业教育的人均年限和质量,提升我国教育整体发展水平;优化投入结构比例和机制,促进职业教育与经济协调发展;完善市场机制,提升经济发展质量,提高职业教育供求的实效性。

总之,本书既有较强的理论性,分析比较全面、深入,富有说服力,又能运用丰富的历史文献资料和职业教育及相关教育改革的实际案例,把理论和实际比较紧密地结合起来,所提出的改革措施具有实行的可操作性。因而,它既不像有的理论著作那样枯燥难读或过于抽象和难以实施,又不像某些书籍那样只是单纯的资料堆积。这些都说明作者具有较强的理论素养和驾驭资料的能力,本专著达到了较高的水平。我高兴地读完专著的初稿,乐于看到它正式出版。

是为序。

2005 年 11 月 28 日于苏州

摘 要

本书主要研究职业教育对经济增长和就业增长的贡献大小、职业教育的成本收益分析及其个人内部回收贴现率和社会收益率估算、提高职业教育经济发展贡献及收益的政策建议等问题。本书共分7章。

第1章和第2章分别为绪论、主要支撑理论及概念界定、相关研究文献综述及其简评。该部分简介了本书研究背景、意义、方法、途径及可能的创新与不足之处;在对全书重要的概念进行界定的同时,对国内外已有教育的经济增长贡献和教育成本收益等方面的理论研究进行了历史的陈述和基本评价,在此基础上提出了本书所要研究的主要问题及研究所要达到的目标;通过人力资本理论各阶段发展特征的综述,揭示了教育和职业教育的经济发展贡献和成本收益内涵,并从教育经济理论的视角定位了教育及职业教育的经济发展贡献和成本收益研究的基本架构。

第3章为职业教育对国民经济增长的贡献。本章在柯布-道格拉斯生产函数的基础上,构造了教育对经济增长贡献的基本模型,并对该模型进行了扩展;提出了使用“权数分配法”突破分别计算各类教育对经济增长贡献率的难题,并在此基础上创建了我国各类教育对经济增长贡献率实证计算的具体方法和步骤。本章还通过对西方著名学者创立的计算教育对经济增长贡献基本模型本身不足的分析,提出了增加社会经济体制、教育质量、融入研究生教育和社会继续教育(社会培训及成人教育)等4个因素的修正参

数意见,形成了新的计量模型。采用西方著名学者的模型及本书扩展的计算方法,分别计算出我国实行市场经济体制前后各11年教育对国民经济增长的贡献(分别为7.53%、9.071%)以及1993—2003年和1993—2004年各类教育对经济增长的贡献率,其中1993—2004年职业教育的贡献率约为5.897%。同时,根据我国实际,选择了适当的修正系数,运用修正后的新模型对我国1982—1993年教育对经济增长贡献率进行了实证修正测算。该部分通过国内外研究资料进行综合分析,初步形成如下结论:职业教育对经济增长贡献相对份额最高,增加职业教育含量是教育经济协调发展的关键;我国人均受教育特别是职业教育的年限少且总体水平低,教育对经济增长总贡献相对比较低,我国经济发展仍属于资源和资本消耗型粗放增长模式;经济及教育发展与贡献的阶段性递增特征规律是我国目前高等教育对经济增长绝对贡献低的主要原因;我国教育发展重心直接由义务教育阶段跨越式转移到高等教育是目前高等教育质量不高、高中阶段教育失衡的主要原因;我国各级各类学校之间投入的严重不平衡性是导致我国教育不公平的主要原因之一;教育需求与消费缺乏理性是造成各级各类教育供求失衡的重要原因;各级各类教育投资比例不当、教育过度与不足并存是导致我国教育相对浪费、效益不高的主要原因;我国接受高级别教育者收入高且提高幅度大,导致教育层次越高其边际收益越大;我国高级别教育边际收益率高而个人(内部)收益率低,是社会收益率大于个人收益率的实际体现;我国低层级教育个人(内部)收益率比较高,说明受教育层次越高其个人支出成本越大;我国的人力资本边际收益远大于物质资本,社会总投资应该继续向教育方面倾斜;我国受教育者个人投资的比重过大,造成教育特别是高层次教育有效需求不足;单位成本所获边际收益相等是实现各级各类教育供求均衡的基础条件;单位个人成本所获得的教育效用相等是实现各级各类教育有效供求的基本条件。

第4章为职业教育对就业增长的贡献。本章在对教育发展 & 就业增长关系问题进行理论分析的基础上,对我国20世纪80年代以来教育和职业教育发展与就业增长关系进行了实证研究,客观剖析了我国教育和职业教育发展与就业增长非一致性现象的成因,在此基础上初步形成了以下结论:教育发达 \neq 教育发展 \neq 经济增长 \neq 就业增长;5类教育结构问题在一定程度上决定失业结构;教育发展而失业增加是改革转型时期的产物;高等学校的毕业生应当为社会创造就业机会,而不应当去与社会的弱势群体争抢就业岗位;高等学校培养模式应由严进宽出向宽进严出转变;实行高等学校毕业生服兵役制度可一举多得;教育消费的直接产出乘数小于其他消费产出乘数,教育消费过度会抑制其他消费而影响经济增长;义务教育的公共产品性质决定其投入应当以国家和省级为主。

第5章和第6章分别为职业教育的成本及收益、职业教育主要问题的成本-收益分析。该部分在对职业教育成本及收益进行经济分析的基础上,提出了教育内部回收(贴现)率具体计算模型和职业教育及相关教育社会收益率计算的具体方法与步骤,实证计算了我国职业教育的个人内部回收(贴现)率以及高等学校本科、高等职业教育、中等职业教育和普通高等教育的社会收益率,并运用成本-收益理论对当前我国职业教育存在的“技工荒”、中等职业教育招生难、农村职业教育发展困难、职业院校训练基地的投资等问题进行了专门分析,得出的初步结论是:高中毕业后选择高等职业教育和初中毕业后接受中等职业教育要比直接进入劳动力市场更合算;高等职业教育社会收益率高于高等学校本科,中等职业教育社会收益率远高于普通高中;影响高(中)等职业教育收益率大小的主要因素是高(中)等职业教育毕业生与高(初)中毕业生的收入水平差距以及就业概率差距,换言之,高(中)等职业教育收益率及其收入差距的变化取决于高(中)等职业教育毕业生与高

(初)中毕业生的收入水平差距以及就业概率差距的变化趋势;我国教育的发展难点和重点是农村职业教育。

第7章是结论及政策建议。该章在按本书内涵逻辑关系对全书内容进行脉络性的综合评述和总结的基础上,提出了职业教育与经济和就业增长协调一致、进一步提高职业教育的经济发展贡献、大力发展职业教育特别是农村职业教育、促进我国社会经济科学和谐发展的有关政策建议。

关键词: 职业教育;经济发展贡献;教育就业;成本收益;对策建议

ABSTRACT

This paper deals mainly with contributions made by the general higher education and vocational education to the growth of national economy, the analysis of the cost and yield of vocational education, the estimate of personal discount rate of recovery and the rate of social yield, and the strategies to improve the contributions of education and vocational education to the development of national economy. This thesis consists of eight chapters.

Chapters 1 and 2 are the Introduction, major supporting theories and concept boundaries, and summaries of reference documents the brief comments on them. This part briefly introduces the background, purpose, significance, approaches of research, and the possible innovation and shortcomings. It is also devoted, in addition to the definition of the related concepts in this paper, to a historical review and basic evaluation of existing documents at home and abroad on the contributions of education in promoting national economy. On the basis of the review it puts forward the main problems to be examined in this thesis and the objective of the research, i. e. to summarize the characteristics of theories of human capital in different stages so as to reveal the connotation of contributions made by the general higher education and vocational education to the growth of national economy, and define the basic framework of their contributions to economic growth from the perspective of educational economic theo-

ries.

Chapter 3 is the positive study of the contribution that China's vocational education makes to the growth of national economy. On the basis of Cobble-Douglas production function it designs and extends the model of measuring the contribution of education in promoting national economy. Having applied creatively the "coefficient admeasuring technique", the author solves the problem of measuring respectively the contributions of general higher education and vocational education to the growth of national economy. And based on the model, methods and means of measuring the contribution of education in promoting national economy have been established. By examining the insufficiency of calculation, fathered by the western authoritative scholar, of the educational contributions to the economic growth, this paper proposes a new model for increasing four correcting parameters, including the social and economic system, the quality of education, the addition of postgraduate education, and adult education as well. Adopting the model used by the celebrated western scholars, and the system of numbering developed in this thesis, contributions of all kinds of education in China in promoting national economy during the 11 years (from 1982 to 1993 and from 1993 to 2004) before and after practicing market economy are measured in this chapter as 7.53% and 9.071% respectively, of which the contribution of the vocational education in China during the period from 1993 to 2004 increased by approximately 5.897%. At the same time, the relevant revised parameters were selected according to China's reality and the new modified model was applied to measure the contribution made by education to

economic growth from 1982 to 1993. Based on the composite analysis of information from abroad, a primary conclusion has been drawn as follows, contribution made by vocational education to economic growth is the highest of all and, therefore, to increase the proportion of vocational education is the key issue in harmonious development of education and economy. China's educational economic growth is comparatively low. Only by bettering the mechanism of harmonious development can its economic benefit be heightened. The length of an average Chinese being educated is short and the level of education is rather low, economic development belonging to the category of extensive management in resources and capital. The main reason that China's higher education makes an inadequate contribution to economic growth at the time being lies in the law that economy and the contribution made by education to it increase by degrees periodically. The focus of educational development leaping from compulsory education to higher education leads to the lower quality of higher education and the imbalance of high school education. Consequently, it becomes one of the main reasons that the imbalance of investment in different sorts of schools causes the unfairness in China's education. The need for education and irrational consumption is the main cause that imbalance exists in various schools at all levels. In a word, the comparative waste and low efficiency in China's education result from the improper proportion of investment in sorts of education at different levels, and the co-existing excess and shortage of education. The high marginal yield but low internal yield in China's education indicates that the social yield is big whereas the personal benefit from edu-

cation is small. And the higher the level of education is, the bigger the marginal yield is, which shows that those who have received higher education earn more and their incomes increase faster. The big profit of internal yield of the lower level education indicates that the higher the education one receives the bigger one's expenditure is. The yield of manpower's capital is far bigger than material capital. Therefore, China's total social investment should incline continuously to education. The fact that the ratio of the educatee's investment is too high results in supply deficiency of education, especially the higher education. The basic condition to realize balance of demand and supply in education is that the yield of the educational unit cost is equal to that of the marginal. And the basic condition to realize the efficient demand and supply of all kinds of education is that the personal unit cost is equal to the educational effectiveness.

Chapter 4 is the study of the contributions made by education and vocational education to increase in employment. Based on the theoretical analysis of the relationship between educational development and employment increase, a demonstrative study on the relationship between the educational development and the employment increase since the 1980's in China has been carried out. Also, the contributing factor of the inconsistent phenomenon between the educational development and the employment increase has been analyzed objectively. Therefore, the following conclusion has been drawn that educational flourishing is unequal to educational development is unequal to economic growth is unequal to employment increase. The structure of unemployment is decided by that of the five types of education. The phenomenon

that education develops while unemployment increases is the product during the period of structure transforming. College and university graduates should create employment opportunities for the society, not compete with the weak for employment. The educational model of colleges and universities should be changed from hard-to-enter-and-easy-to-graduate to easy-to-enter-and-hard-to-graduate. To practice college graduate recruiting system is of multiple gains. The output multiplier in educational consumption is far less than that of other consumptions. The over expenditure on education would restrain other expenditure and economic increase. Fund for compulsory education should be provided by the central government and provincial government.

Chapters 5 and 6 are the quantitative study of the cost and yield of China's vocational education, and the analysis of its cost and yield which is the major problem in China's vocational education. Based on the economic analysis of the cost and yield of vocational education, a calculating model is made in this part for the discount rate within education, and calculating methods and steps for vocational education and its related educational social yield are provided. Positive calculation is done to the personal discount rate in China's vocational education and the rate of social yield in education at the levels of undergraduate, vocational college, secondary vocational education and high school respectively. Using the cost-yield theory the author makes special studies on China's vocational education existing problems of the "shortage of skilled technical workers", difficulty in secondary vocational education recruitment, hardships in rural vocational education development, and investment in the training bases of

vocational colleges and schools. The primary conclusion is that it is more cost-effective for a high school graduate to choose higher vocational education and for a middle school graduate to choose a secondary vocational school than to enter labor market directly. The social yield from vocational college is higher than that from undergraduate education, and the social yield from secondary vocational education is much higher than that from high school. The main factor that decides the rate of yield lies in the differences of personal income between those who graduate from vocational schools and those from high (middle) schools and the rate of being employed. That is to say, the change of the rate of yield in higher (secondary) vocational education and the income gap depends on the changing tendency in the income gap between vocational school graduates and high (middle) school graduates, and that of employment probability. The difficulty and key issue of developing China's vocational education is to develop the rural vocational education in China.

The last chapter is the summary of the whole thesis. On the basis of a clear, logical and comprehensive review and summary, the author makes suggestions on coordination between education and vocational education and economy and employment increase, increasing the contribution made by education and vocational education to the development of economy, devoting major efforts to develop rural vocational education and promoting harmonious social development in China's economy and science.

Key words: vocational education; contribution to economic growth; education and employment; cost and yield; countermeasures and suggestions