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Sintesi del lavoro “Education or creativity: what matters most for economic performance?” di E. Marrocu e R. Paci, Università di Cagliari e CRENoS

There is a large consensus among researchers on the positive role played by human capital on economic outcomes. Conventionally, it has been proxied by considering the population educational attainments, usually the share of people with a university degree. Recently, Florida (2002) suggested a different measure of human capital - the *creative class* - based on individuals' actual occupations in specific jobs like science, engineering, arts, culture, entertainment. The empirical studies carried out so far have overlooked a serious measurement problem concerning the clear definition of the education and creativity components of human capital. This paper aims to address this issue by proposing a disaggregation of human capital into three non-overlapping categories of creative graduates, bohemians and non creative graduates. Using a spatial error model we assess the concurrent effects of human capital indicators on total factor productivity for 257 regions of EU27 countries. Our results indicate that the highly educated creative group is the most relevant one in explaining efficiency, non creative graduates exhibit a lower impact, while the bohemians do not show a significant impact on regional performance. A relevant influence is also exerted by technological capital, cultural diversity, industrial and geographical features thus providing robust evidence that a highly educated, innovative, open and culturally diverse environment is essential to achieve productivity enhancements.