

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

## Contact

Name: Pilar Pineda Herrero  
Email: Pilar.Pineda@uab.cat

## Use of languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

It is recommended to have passed the subjects Education and Educational Contexts -1rst year-, and sociopolitical Bases of Education -2n year-

## Objectives and Contextualisation

The course aims to develop future professionals basic competences to understand, analyze and manage the economic aspects and planning of educational processes; these competences will enable effective action in the different fields of education from an economic perspective and planning .

Thus, the objectives of the course are that students acquire the basic competences of analysis and management of economics and planning educational and training processes and capabilities to assess their individual and social consequences.

## Skills

- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.
- Develop critical thinking and reasoning and know how to communicate effectively both in your own tongues and in other languages.
- Develop strategies for autonomous learning.
- Evaluate policies, institutions and educational systems.
- Identify educational approaches and problems, inquire about them: obtain, record, process and interpret relevant information to issue supported judgments that enhance education and training.

## Learning outcomes

1. Deliver proposed activities on time and in the right way.
2. Evaluate education systems from a political, economic and international perspective.
3. Incorporating into their analyses the planning, economic and international references linked to specific problems and proposals about the educational system.
4. Knowing how to express ones ideas and knowledge orally and in writing with sufficient theoretical and argumentative foundation.
5. Organising the work in a structured way in terms of the demands.
6. Planning the educational system using existing data and including them in relation to the context.

## **Content**

1. Theoretical basis of economy and planning in education.

Theories on the economic functions of education.

Theories and models of educational planning. Educational indicators.

Education today: trends in planning and economics of education.

2. Education planning and economic performance.

Education and economic growth.

Education and social development.

Effects of planning in education.

3. Supply, demand and education planning.

Determinants of educational supply and demand.

Models and tools for planning educational services.

Strategic planning in education.

Inspection and planning in the education system.

4. Labour market, education and planning.

Relations between the labor market and education.

Education, planning and employment policies.

The professional integration of young people and university graduates.

5. Economic management of schools and planning strategies.

Costs and returns to education.

Budgeting.

Educational planning and economic management of schools.

6. Funding of education.

Educational investment.

Equity and education.

Public sector involvement in education.

Financing models of compulsory and post-compulsory education.

Financial aid programs to study.

## **Methodology**

The center in the teaching-learning process is the student; the methodology is planned from this view:

-Presentation of the main contents by the lecturer. It is done with the whole group class and allows the presentation of the main content through an open participation of students. The active participation of students will be encouraged, as a way of sharing the learnings that are being achieved

-Spaces of work in small groups (25 students) , supervised by teachers. The activities will be a way to practice the contents worked in the large group. The activities will be document analysis, data interpretation and reporting, case resolution and economic tools

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Lessons	30	1.2	2, 3, 1, 4
Seminar	15	0.6	2, 3, 1, 5, 6, 4
<b>Type: Supervised</b>			
Tutorials	30	1.2	3, 1, 6
<b>Type: Autonomous</b>			
Autonomous work	75	3	2, 3, 1, 6, 4

## Evaluation

The evaluation of the course will take place throughout the academic year through the activities shown below. Evaluation activities are organized in blocks, which are linked to training activities: block 1 evaluates classroom activities, and block 2 evaluates the seminars.

Block 1: Theory test of Units 1 to 6, 50%

Block 2: Group works to be developed along the academic year, in relation to the main themes of the course, 50%

Class attendance is mandatory: the student must attend a minimum of 80% of classes.

Plagiarism is not permitted; will be a fail.

The notes of the work will be returned in a period of about 3 weeks and the test scores in a period of about 2 weeks. To pass the course must be approved with 5 each of the two blocks of evaluation activities. In the case of students who have properly followed the whole subject, not overcoming the block 1 may lead to a second test at the end of the course.

Marks of the activities of the second blocks can be compensated including from 4. The student will receive feedback on the performance of the activities of the 2nd block and if that learning achieved is insufficient, may be improved within a defined period of time. The group work is presented in class, which will also be evaluated

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Essays	30%	0	0	2, 1, 5, 6, 4
Practical activities	20%	0	0	2, 3, 6, 4

Test	50%	0	0	2, 3, 4
------	-----	---	---	---------

## Bibliography

1. Bjornavold J. (2001) **The changing intitutional and political role of non-formal learning: European trends** in Descy P. Tessaring M. "Training in Europe. Second report on vocational training research in Europe 2001. Background report. Cedefop reference series. Office for Official Publications of the European Communities
2. Bonal, X. (2013) (dir.) Municipis contra la segregació escolar. Sis experiències de política educativa local. Barcelona: Fundació Jaume Bofill. Col·lecció Polítiques 78.
3. Bonal, X., Essomba, M.A., Ferrer, F. (2004) **Política educativa i igualtat d'oportunitats**. Ed. Mediterrànea, Barcelona.
4. Bonal, X (2006) **L'estat de l'educació a Catalunya**. Anuari 2005. Ed. Mediterrànea, Barcelona.
5. Brown P.; Lauder H. (2007 /1997) **Educación, globalización y desarrollo económico**. En Bonal et al (ed ) Globalización y educación. Textos fundamentales. Ed. Miño y Dávila. Buenos Aires.
6. Carnoy M. and Levin, H. (1985) **Schooling and Work in the Democratic State**. Palo Alto, Calif.: Stanford University Press.
7. Hartog, J. (2000) **Overeducation and earnings: where we are, where we should go?**, Economics of Education Review, vol.19, no. 2, pp.185-194
8. Hartog, J. (2001) **On Human Capital and Individual Capabilities**, Review of Income and Wealth, vol. 47, no. 4, pp. 515-540.
9. Moreno Becerra, J.L. (1998) Economía de la Educación. Pirámide, Madrid.
10. Oroval,E. - Escardibul, O. (1998) **Economía de la Educación** . Ed. Encuentro. Madrid.
11. Pastor, A. (2007) **La ciencia humilde**. Noema. Crítica. Barcelona
12. Planas J. (2011) **La relación entre educación y empleo en Europa**. PAPERS Revista de Sociología nº 102
13. Planas, J; Giret, J-F; Sala, G; Vincens, J. (2001) **Skills Market, Dynamics and Regulation** (pp 313-382) in Descy P.Tessaring M. "Training in Europe. Second report on vocational training research in Europe 2001. Background report. Cedefop reference series. Office for Official Publications of the European Communities.
14. Ruesga, B., da Silva, J. y Monsueto, S. (2014). "Estudiantes universitarios, experiencia laboral y desempeño académico en España". Revista de Educación, 365, 67-95
15. Sala G. (2011). **Approaches to skills mismatch in the labour market: A literature review**. PAPERS Revista de Sociología nº 102
16. Sala G.; Planas J.,Van Rompaey E. (2010) **Especialidad de formación, especialidad de empleo y resultados de inserción. ¿Trabajan los jóvenes dónde "deberían"?** Sociología del Trabajo nº 70
17. Salas, M. (2008) **Economía de la Educación**. Pearson. Madrid.
18. Ventura, J. (1998) **Perspectivas Económicas de la Educación**. Ediciones Universidad de Barcelona, Barcelona.

## Enllaços web:

<http://cedefop.europa.eu//>

<http://www.siteal.iipe-oei.org>

<http://www.mec.es>

<http://www.mtas.es>

<http://www.gencat.cat>