

Economics and Planning of Education

Code: 103528
ECTS Credits: 6

Degree	Type	Year	Semester
2500261 Education Studies	OB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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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

Teachers

Rafael Merino Pareja

Prerequisites

It is recommended to have passed the subjects Education and Educational Contexts -1st 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.

Competences

- 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

Activity	Hours	Methodology	Learning Outcomes
Lectures	30	Mixing presentations of theoretical content by the teacher with collaborative learning exercises by the students.	G1.3, G2.1, G2.2, EP1.2, EP10.2
Workshops	15	Work sessions with the split group in which the contents and topics worked on in the class group are explored in greater depth. The activities to be carried out will be text analysis, presentations by the students and group discussions.	G1.3, G2.1, G2.2, EP1.2, EP10.2, EP18.6

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lessons	30	1.2	2, 3, 1, 4
Seminar	15	0.6	2, 3, 1, 5, 6, 4
Type: Supervised			
Guided assignment	30	1.2	3, 1, 6
Type: Autonomous			
Autonomous work	75	3	2, 3, 1, 6, 4

Assessment

The evaluation of the course will take place throughout the academic year through the activities shown below.

Theory test of Units 1 to 6, 30% (date: 9/6/22; date of second chance examination: 30/6/22)

Group works to be developed along the academic year, in relation to one topic to choose among a list provided by the teachers, 50%

Individual assignment based on readings, 20%

Class attendance is mandatory: the student must attend a minimum of 80% of classes, otherwise the student will not be assessed.

If the student has a correct follow-up of the subject and he/she fails the theory test, a second chance test could be done at the end of the semester.

The final score will be made with the average of the three assessment activities, according with the weight of each activity. Each activity must have a minimum score of 5. The student will have feedback of the assessment activities in a reasonable deadline, 15 working days for the theory test and 20 working days for groupal assignment. The individual assignment will have a qualitative feedback after the oral presentation in the classroom, and the grade will be given after finishing all the presentations.

Plagiarism is not permitted; will be a fail.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment in group	30%	0	0	2, 1, 5, 6, 4
Individual assignment	20%	0	0	2, 3, 6, 4
Test	50%	0	0	2, 3, 4

Bibliography

Below is a list of general handbooks and online resources, and at the beginning of the course a list of readings to work on in the workshops will be provided.

Reference handbooks:

Carnoy, M. (coordinador) (2006) Economía de la educación Publicació UOC, Barcelona

1. Moreno Becerra, J.L. (1998) Economía de la Educación. Pirámide, Madrid
2. Salas, M. (2008) Economía de la Educación. Pearson. Madrid.
3. San Segundo, M^a J. (2001) Economía de la educación Síntesis, Madrid .
4. Oroval, E. - Escardibul, O. (1998) Economía de la Educación . Ed. Encuentro. Madrid.

Specialised journals and online resources:

Anuari 2020 Fundació Bofill <https://fundaciobofill.cat/publicacions/anuari-2020>

Economics of Education Review <https://www.journals.elsevier.com/economics-of-education-review>

Education Economics <https://www.tandfonline.com/toc/cede20/current>

Handbook of the Economics of Education
<https://www.sciencedirect.com/handbook/handbook-of-the-economics-of-education/volumes>

Indicadors educatius de la OCDE
<https://www.educacionyfp.gob.es/inee/indicadores/indicadores-internacionales/ocde.html>

Indicadors educatius Banc Mundial <https://datos.bancomundial.org/tema/educacion>

Indicadors UNESCO <https://es.unesco.org/creativity/activities/indicadores-unesco-de-cultura-para-desarrollo>

Software

It is not foreseen to use specific software in this subject.

