

Degree	Type	Year
2500261 Education Studies	OB	3

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

It is recommended to have passed the subjects Education and Educational Contexts -1st year-, sociopolitical Bases of Education -2n year- and Comparative Education -first term third 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse and understand the theoretical, historical, cultural, political, environmental and legal references and situations involved in education and training proposals.

- 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.
- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Evaluate education systems from a political, economic and international perspective.
4. Identify situations in which a change or improvement is needed.
5. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
6. Incorporating into their analyses the planning, economic and international references linked to specific problems and proposals about the educational system.
7. Planning the educational system using existing data and including them in relation to the context.
8. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lessons	30	1.2	3, 6
Seminar	15	0.6	3, 6, 7
Type: Supervised			
Guided assignment	30	1.2	6, 7
Type: Autonomous			
Autonomous work	75	3	3, 6, 7

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assignment in group	30%	0	0	1, 3, 4, 7
Individual assignment	20%	0	0	3, 6, 7
Test	50%	0	0	2, 3, 5, 6, 8

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

Theory test of Units 1 to 6, 50% (date: 29/5/25; data of second chance examination: 26/6/25)

Group works to be developed along the academic year, in relation to one topic to chose among a list provided by the teachers, 30%. The assignment is due one week after the exam

Individual assignment based on mandatory readings, 20%. The due date will depend on the seminar in which each student will present the reading.

The assessment activities designed are designed for continuous assessment, with the follow-up of the teacher and the feedback of the outcomes of the different evidences. These activities are also designed on the basis of student attendance. Attendance at seminars is compulsory for students who decide to choose continuous assessment.

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. Individual and group assignments are not recoverable.

The final score will be made with the average of the three assessment activities, according with the weigth of each activity. Each activity must have a minimum score of 5. The student will have feedbak of the assessment activities in 10 working days for the theory test and 15 working days for groupal assignment. The individual assignment will have a qualitative feedback after the oral presentacion in the classroom, and the grade will be given after finishing all the presentations.

Plagiarism is not permitted; will be a fail, and loss of the right to recovery

In order to pass this course, it is necessary that the student shows a good general communicative competence, both oral and written, and a good command of the vehicular language or languages listed in the teaching guide. In all activities (individual and/or group) linguistic correctness, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correctly, and must show a high standard of comprehension of academic texts. An activity may be returned (not evaluated) or failed if the teacher considers that it does not meet these requirements.

Translated with DeepL.com (free version)

Single assessment: students who opt for the single assessment will have a four-part test on 29 May 2025. The first part (25% of the grade) will consist of questions related to the subject matter of the course. The second part (25% of the grade) will consist of a reflection on two specific topics. The third part will consist of questions about the compulsory readings (20% of the grade). The fourth part will consist of an oral presentation of a topic of the student's choice (30% of the grade). The The weighted average grade will be calculated on the basis of the pass mark in each of the four parts. The same recovery system will be applied as for the continuous assessment. The recovery day will be 26 June 2025.

Failure to submit one of the assessment evidences will result in a grade of Not Assessable.

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.

Bradley, S., & Green, C. (Eds.). (2020). *The economics of education: A comprehensive overview*. Academic Press.

Cabrales, A., & Sanz, I. (Coords.). (2024). *Economía de la educación*. Fundación Areces.
<https://www.fundacionareces.es/fundacionareces/es/publicaciones/listado-de-publicaciones/economia-de-la-educacion>

Carnoy, M. (Coord.). (2006). *Economía de la educación*. Publicació UOC.

Cecchi, D. (2006). *The economics of education: Human capital, family background and inequality*. Cambridge University Press.

Lovenheim, M., & Turner, S. E. (2017). *Economics of education*. Macmillan Higher Education.

Cordero, J. M., Gil, M., & López, L. (2021). *Economía de la educación*. Síntesis.

Salas, M. (2008). *Economía de la educación*. Pearson.

Specialised journals and online resources:

Anuari 2022 Fundació Bofill <https://fundaciobofill.cat/els-reptes-de-l-educacio-a-catalunya-anuari-2022>

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>

Asociación de Economía de la Educación: <https://economicsofeducation.com/es/>

Software

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

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	311	Catalan	second semester	morning-mixed
(SEM) Seminars	312	Catalan	second semester	morning-mixed
(TE) Theory	3	Catalan	second semester	morning-mixed

PROVISIONAL