

**COURSE DATA****Data Subject**

<b>Code</b>	44166
<b>Name</b>	Economics of education
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	2.0
<b>Academic year</b>	2018 - 2019

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2203 - M.U. en Política Económica y Economía Pública	Faculty of Economics	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2203 - M.U. en Política Económica y Economía Pública	5 - Economics of the public sector	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
MEDIAVILLA BORDALEJO, MAURO HERNAN	110 - Applied Economics

**SUMMARY**

The Economics of Education is the study of education from an economic perspective. The course builds on theoretical knowledge of the discipline and helps to develop the skills necessary to analyze, discuss and answer a series of questions related to formal education, an activity that absorbs significant amount public and private resources. The topics covered are: the relationship between economy and education; education in the world; the educational outcomes (effects, measurements, etc..) financing of education; and education and economic activity

**PREVIOUS KNOWLEDGE****Relationship to other subjects of the same degree**

There are no specified enrollment restrictions with other subjects of the curriculum.



Other requirements

**OUTCOMES**

**2203 - M.U. en Política Económica y Economía Pública**

- Students can apply the knowledge acquired and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
- Students are able to integrate knowledge and handle the complexity of formulating judgments based on information that, while being incomplete or limited, includes reflection on social and ethical responsibilities linked to the application of their knowledge and judgments.
- Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences, clearly and unambiguously.
- Students have the learning skills that will allow them to continue studying in a way that will be largely self-directed or autonomous.
- Students have the knowledge and understanding that provide a basis or an opportunity for originality in developing and/or applying ideas, often within a research context.
- Capacidad para preparar, redactar y exponer en público informes y proyectos sobre política económica y economía pública de manera clara y coherente, defenderlos con rigor y tolerancia y responder satisfactoriamente a críticas sobre los mismos.
- Desarrollar la capacidad crítica, impulsar la inquietud y el interés investigador; buscar, ordenar, analizar y sintetizar la información económica, seleccionando aquella que resulta pertinente para la toma de decisiones en política económica.
- Tomar decisiones tanto individuales como colectivas en su labor profesional y/o investigadora relacionada con la resolución de problemas propios de la política económica y la economía pública.
- Distinguir los elementos que condicionan las relaciones entre el sector público y el sector privado en una economía, analizando la incidencia que el sector público mantiene sobre la actividad económica, así como sobre el comportamiento de los agentes.
- Analizar la presencia de efectos externos en distintos ámbitos geográficos, especialmente en un entorno globalizado, así como la necesidad de actuación a escala nacional y supranacional, categorizando las interrelaciones internacionales que desembocan en la presencia de bienes públicos globales.
- Aplicar las técnicas de evaluación de efecto de tratamiento en las intervenciones públicas, así como el uso de datos

**LEARNING OUTCOMES**

At the end of the teaching-learning process, students are able to learn from the economic literature and handle the specific problems that arise when analyzing economic relations where the presence of the public sector is critical from production, funding, provision and equity/regulation viewpoints



## DESCRIPTION OF CONTENTS

### 1. EDUCATION FROM THE ECONOMIC VIEWPOINT

The Economics of Education: Relations between economy and education in the society of the XXI century

Demarcation of the Economics of Education

Basic objectives: Why is it necessary?

Historical reference

Theoretical approaches

Topics of discussion and debate

### 2. SUPPLY OF AND DEMAND FOR EDUCATION

Organization and provision of education

Educational production

Evolution of the demand for education

Reasons for the demand for education

Demand planning

Equity and education

### 3. THE ECONOMIC EFFECTS OF EDUCATION

The economic advantages of education

Education and individual income

Effects of education on economic growth.

Non-monetary benefits of education

### 4. COSTS, FINANCING AND EVALUATION OF EDUCATION

The costs of education.

Financing of education

Evaluation of educational systems

### 5. EDUCATION AND THE LABOR MARKETS

The connections between education and work

Basic functions of the education system for employment

The debate on the relationship between education and work

The situation of the labor market by education levels

**WORKLOAD**

ACTIVITAT	Hours	% To be attended
Theory classes	60.00	100
Study and independent work	10.00	0
Preparation of evaluation activities	10.00	0
Preparing lectures	5.00	0
Preparation of practical classes and problem	5.00	0
<b>TOTAL</b>	<b>90.00</b>	

**TEACHING METHODOLOGY**

- MD1 - Lectures (participatory session)
- MD3 - Discussion of items (readings)
- MD8 - Seminars and conferences
- MD9 - Debate and discussion
- MD10 - Collaborative work
- MD12 - Search, reading and analysis of scientific literature

**EVALUATION**

- Final test (50%)
- Continuous assessment (50%)

**REFERENCES****Basic**

- Shultz, T. (1960): Capital formation by education. *The Journal of Political Economy*, 68, 6, pp. 571-583
- Hartog, J. (2000): Human capital as an instrument of analysis for the economics of education. *European Journal of Education*, 35,1, pp. 7-20
- Dickson, M. y Harmon, C. (2011) Economic returns to education: What we know, what we dont know, and where we are going - Some brief pointers. *Economics of Education Review*, 30, pp. 1118-1122
- Vila, L.E. (2000) The non-monetary benefits of education. *European Journal of Education*, 35,1, pp. 21-32
- Frolich, N, Schmidt, E.K. y Rosa, M. J. (2010) Funding systems for higher education and their impacts on institutional strategies and academia: A comparative perspective. *International Journal of Educational Management*, 24,1, pp-7-21
- Vila, L.E., Perez, P.J y Coll-Serrano, V. (2014) Innovation at the workplace. Do profesional competencies matter? *Journal of Business Research*, 67, pp\_752-757



### Additional

- Salas Velasco, M. (2008) Economía de la Educación. Pearson Educación.
- Carnoy, M. (2006) Economía de la Educación. UOC.
- Blaug, M. (1982) Introducción a la Economía de la Educación. Aguilar.
- Becker, G.S. (1983) El Capital Humano. Alianza Editorial.