

# Governance and Social Inclusion: Inclusive Education

## Master in International Development MID SEP-2024 S-1

Area Economics

Number of sessions: 12

Term: Term 3

Category: elective

Language: English

Professor: **PABLO SWEDBERG**

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Pablo Swedberg holds a Ph.D. in Economics and Education from Columbia University and is currently a Professor of Economics at IE University. His research focuses on Empirical Microeconomics in the areas of Labor Economics, Economics of International Migration, and Economics of Education. During his time at Columbia University, Pablo taught as an Adjunct Professor at Teacher's College and the School of International and Public Affairs (SIPA) to international graduate students from around the globe.

Pablo has also worked at the European School of Alicante, where he helped establish the curriculum of the International Baccalaureate program in Business and Economics. His wide range of teaching experience to students with an array of backgrounds reflects Pablo's deep understanding and interest in topics such as immigration, the impact of language proficiency, and education on labor market outcomes and the economy. Pablo not only speaks various languages but has also lived, studied, and worked in several countries including France, Switzerland, the U.S., and Spain.

According to Pablo "Immigration provides countries with various cultures, languages, innovation, and work ethics, which is highly enriching for economic development. Learning about the effects of such movements helps us understand their behavior and embrace the economic and social value that immigration brings to our societies". In 2020, Pablo worked at the Directorate of Education and Skills (OECD) in Paris. He served as a research analyst for the PISA team contributing to the development of Volume V (Effective Policies and Successful Schools). More recently (2021-2023), he has worked as a consultant for UNESCO on several projects including several workshops on education finance in the Arab region and a consolidated analysis report with recommendations for the design of the leadership academy in Guyana.

### Academic Background

PhD in Economics and Education, Columbia University, USA  
MA in Quantitative Economics, Wien Universität/Universidad de Alicante,  
Austria/Spain  
BA in Business Administration, Universidad de Alicante, Spain

### **Academic and Research Work Experience**

Education Specialist, UNESCO, 2021 to present

Professor of Economic Environment, IE Business School, 2010 to present  
Economics Professor, Saint Louis University, Spain, 2009 to 2021

Economics Professor, IEB, 2011 to 2016

Economics Professor, Universidad Pontificia de Comillas (ICADE), 2009 to  
2014

Economics Professor, Columbia University (Teachers College), 2008

Economics and Business Teacher, European School of Alicante, 2003 to 2006

International Business and Economics Professor, CIEE, Alicante, 2001 to 2006

Economics Professor, Universidad de Alicante, 1997 to 2001

### **Corporate Experience**

Controller, Skanska Hispania, Alicante, 1993 to 1995

### **Office Hours**

Office hours will be on request. Please contact at:

pswedberg@faculty.ie.edu

## **SUBJECT DESCRIPTION**

This course provides an introductory survey of the links between education, inequality, and economic growth. We start by inspecting differences in educational attainment and schooling investments in various regions of the world in recent years. The course then moves to explore the factors that influence primary and secondary school (basic education) enrollment with a focus on developing countries, the role played by education on economic growth, and the nature of inequities in the education system based on income, gender, race, and ethnicity. We continue with an analysis of the demand for educational investments, the supply and costs of educational inputs, and the theory and measurement of cost-benefit analysis in education. We will also discuss alternative approaches to the public financing of education.

## **LEARNING OBJECTIVES**

Throughout the course, there is a focus on key policy issues in education and economic development, such as the gender gap in schooling, child labor force participation, adult literacy programs, the role of international organizations (such as the World Bank), the impact of IMF-based structural adjustment programs on educational investments, and the relative impact of public versus private spending on primary, secondary and tertiary education. The following areas will be covered:

- SDG-4 Education
- The role of human capital
- Adult Literacy

- The demand for schooling
- The supply of education
- Income inequality
- Inequities in education
- Cost-effective policies in education
- Education and economic growth
- International migration

## TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting
Lectures	45.0 %
Discussions	15.0 %
Exercises in class, Asynchronous sessions, Field Work	5.0 %
Group work	15.0 %
Individual studying	20.0 %
TOTAL	100.0 %

## PROGRAM

### SESSION 1 (LIVE IN-PERSON)

#### Sustainability Topics:

- Governance
- Social Challenge
- Economic Development

#### **Education, the Sustainable Development Goal Indicators and the role of human capital.**

SDG index, SDG-4 education index. The impact of Covid-19 and learning poverty. Characteristics of Human Capital, food insecurity and malnourishment. The incidence of diseases and the health workforce.

Reading:

*Article: From Crisis to Sustainable Development: the SDGs as Roadmap to 2030 and Beyond (Sustainable Development Report)*

Optional reading

- Jay Bhattacharya, Timothy Hyde and Peter Tu, "Health Economics", The Palgrave Macmillan, 2014.

### SESSION 2 (LIVE IN-PERSON)

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **Adult schooling and literacy**

The measurement of adult schooling, adult literacy programs, microfinance, and the role of multilingualism.

Reading:

*Article: Literacy for Development,” Synthesis of E-9 Country Reports, Education for All Ministerial Review Meeting, June 2010. (Unesco)*

Optional readings

- World Bank, “Education and Development,” in *Priorities and Strategies for Education: A World Bank Review*, The World Bank, Washington, D.C., 1995, chapter 1.
- Daniel Wagner, *Literacy and Adult Education*, UNESCO, 2001.
- Helen Abadzi, “Adult Literacy: A Review of Implementation Experience,” The World Bank, Washington, D.C., 2003.
- Adama Ouane, “The Impossible Debate about the use of Mother Tongues in Education,” in A. Ouane, ed., *Towards a Multilingual Culture of Education*, UNESCO Institute for Education, 2003, 51-86.
- Maura Duffy, Jude Fransman and Emma Pearce, *Review of 16 REFLECT Evaluations*, ActionAid, U.K., 2008.

## **SESSION 3 (LIVE IN-PERSON)**

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **The schooling of children**

The theory of demographic transition, primary school enrolment, school repetition, the demand for schooling, and child labor.

Reading:

*Article: Conditional Cash Transfers: The Case of Progresa/Oportunidades. Journal of Economic Literature 2017, 55(3), 866–915 (Journal of Economic Literature)*

Optional readings

- World Bank, “Achievements and Challenges,” in *Priorities and Strategies for Education: A World Bank Review*, The World Bank, Washington, D.C., 1995, chapter 2.
- Joseph Bredie and Girindre Beeharry, *School Enrollment Decline in Sub-Saharan Africa: Beyond the Supply Constraint*, World Bank Discussion Paper No. 395, 1998.
- Harry Patrinos, “A Review of Demand-Side Initiatives in Education,” Working Paper, The World Bank, Washington, D.C., 2002.
- Eric Edmonds and Nina Pavcnik, “Child Labor in the Global Economy,” *Journal of Economic Perspectives*, Winter 2005, Vol. 18, No. 1, 199-220.

- Fernando Reimers, Carol DeShano da Silva and Ernesto Trevino, Where is the “Education” in Conditional Transfer Programs?, UNESCO Institute of Statistics, Montreal, 2006.
- Ariel Fiszbein and Norbert Schady, Conditional Cash Transfers: Reducing Present and Future Poverty, World Bank Policy Research Report, Washington, D.C., 2009.

## **SESSION 4 (LIVE IN-PERSON)**

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **The demand for schooling**

Demand-side school programs, the impact of tuition, and the supply of education.

Reading:

*Article: Learning for All Investing in People’s Knowledge and Skills to Promote Development (World Bank Group Education Strategy 2020)*

Optional readings

- Sue E. Berryman, Hidden Challenges to Education Systems in Transition Economies, The World Bank, Europe and Central Asia Region, Washington, D.C. 2001.
- Jeffrey D. Sachs, The End of Poverty: Economic Possibilities for Our Time, The Penguin Press, New York, 2005, Chapter 5: “Bolivia’s High-Altitude Hyperinflation.”
- Felipe Barrera, Tazeen Fasih, Deon Filmer, Juliana Guaqueta, Elizabeth King, and Halsey Rogers, “Education in a Time of Global Economic Crisis,” in Averting a Human Crisis During a Global Downturn, The World Bank, Washington, D.C., 2009.
- M. Nozaki, B. Clements and S. Gupta, “Are the Critics Right?,” Finance & Development, Vol. 48, NO. 4, December 2011.

## **SESSION 5 (LIVE IN-PERSON)**

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **Government spending and the supply of education**

Public expenditure on education, private spending in education, the World Bank's policies, the role of the International Monetary Fund and the quality of schooling.

Reading:

*Article: Returns to Investment in Education: A Decennial Review of the Global Literature. George Psacharopoulos & Harry A. Patrinos (2018). Education Economics, 26:5, 445-458 (Education Economics,)*

Optional readings

- Eric A. Hanushek, "Interpreting Recent Research on Schooling in Developing Countries," The World Bank Research Observer, Vol. 10, No. 2, August 1995, 227-246.
- Michael R. Kremer, "Research on Schooling: What We Know and What We Don't Know: A Comment on Hanushek," The World Bank Research Observer, Vol. 10, No. 2, August 1995,

247-254.

- Eric A. Hanushek, "Why Quality Matters in Education," *Finance & Development*, Vol. 42, No. 2, June 2005.
- Francisco L. Rivera-Batiz, "Education and Economic Development in Puerto Rico," in Barry Bosworth, Susan Collins and Miguel Soto-Class, eds., *The Economy of Puerto Rico: Restoring Growth*, The Brookings Institution, Washington, D.C., 2006.
- Henry Levin, Clive Belfield, Peter Muennig and Cecilia Rouse, "The Costs and Benefits of an Excellent Education for All of America's Children," Center for Benefit-Cost Studies in Education, Teachers College, Columbia University, January 2007.

## **SESSION 6 (LIVE IN-PERSON)**

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **Income and wealth inequality**

Between and within-country inequality, inequality and poverty, wealth inequality, the rise of inequality and the impact of income inequality on economic growth.

Reading:

*Article: Literature review on income inequality and economic growth. Kholeka Mdingi\* , Sin-Yu Ho (Department of Economics, University of South Africa,)*

Optional Readings

- Era Dabla-Norris, Kalpana Kochhar, Nujin Suphaphiphat, Frantisek Ricka, Evridiki Tsounta, "Causes and Consequences of Income Inequality: A Global Perspective" IMF 2015
- Prudence L. Carter and Sean F. Reardon, "Inequality Matters", A William T. Grant Foundation Inequality Paper September, 2014
- Unpaid and underpaid care work and the global inequality crisis, OXFAM briefing paper 2020

## **SESSION 7 (LIVE IN-PERSON)**

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **Inequities in education**

Educational gender gap, the impact of income on education, the disparity index, and the distribution of educational expenditure.

Reading:

*Article: Promoting inclusion and equity in education: lessons from international experiences. 2020, VOL. 6, NO. 1, 7–16 (NORDIC JOURNAL OF STUDIES IN EDUCATIONAL POLICY)*

Optional readings

- Marlaine Lockheed, "Gender and Social Exclusion," Education Policy Series No. 12, International Institute of Educational Planning, UNESCO, Paris, 2010.
- V.K. Ramachandran, "Kerala's Development Achievements and Their Replicability," in G.

- Parayil, ed., Kerala: The Development Experience, Zed Books, New York, 2000, chapter 5.
- United Nations Educational, Scientific, and Cultural Organization, Gender and Education for All: the Leap to Equality, UNESCO, Paris, France, 2004, chapters 1, 3 and 4.
  - Fernando Reimers, "Educational Opportunity and Policy in Latin America," in F. Reimers, ed., Unequal Schools, Unequal Chances: The Challenges to Equal Opportunity in the Americas, Harvard University Press, Cambridge, 2000, 54-111.
  - Nicholas Barr, "Financing Higher Education," Finance and Development, Vol. 42, No. 2, June 2005.

## **SESSION 8 (LIVE IN-PERSON)**

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **Education financing**

Types of efficiencies in education finance (allocative efficiency, technical efficiency, internal efficiency, and external efficiency). Evidence-based and cost-effective practices to support policymakers' decision-making to improve learning outcomes.

Reading:

*Book Chapters: Education finance, equality, and equity. Iris BenDavid-Hadar. 2018.*

*Article: HOW COMMITTED? UNLOCKING FINANCING FOR EQUITY IN EDUCATION. Global Education Monitoring Report UNESCO (2021). (UNESCO)*

Optional readings

- World Bank Group. 2017. Education Public Expenditure Review Guidelines. Washington D.C.
- Fiona M. Holland & Henry M. Levin (2017). The critical importance of costs for education decisions. REL 2017-274. Washington D.C.
- World Bank Group. 2017. Education Public Expenditure Review Guidelines. Washington D.C.
- World Bank. 2020. Global Platform for Education Finance. Washington D.C.
- Angrist, N., D. K. Evans, D. Filmer, R. Glennerster, H. Rogers, and S. Sabarwal. 2020. How to Improve Education Outcomes Most Efficiently? A Comparison of 150 Interventions Using the New Learning-Adjusted Years of Schooling Metric. Washington, DC: World Bank.
- OECD, 2017. Starting strong: Key OECD Indicators on Early Childhood Education and Care. Paris.
- UNESCO 2019. Gender Report. Building bridges for gender equality. Paris.
- World Bank & Foreign, Commonwealth and Development Office. 2020. Cost-Effective Approaches to Improve Global Learning Levels. Washington DC

## **SESSION 9 (LIVE IN-PERSON)**

### **Sustainability Topics:**

- Governance
- Social Challenge
- Economic Development

### **Education and economic growth**

The Solow model, the impact of education on economic growth, the role of technological development, and the East-Asian miracle in education.

Reading:

*Article: The Contribution of Education to Economic Growth: A Review of the Evidence, with Special Attention and an Application to Sub-Saharan Africa. Vol. 59, pp. 379–393, 2014 (World Development)*

Optional readings

- William Easterly, "Barren Land," *Education Next*, Fall 2002, 18-23.
- William Easterly, *The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics*, The MIT Press, Cambridge, 2001, chapter 4: "Educated for What?" 71-84.
- J. Bradford De Long, Claudia Goldin and Lawrence F. Katz, "Sustaining U.S. Economic Growth," in H. Aaron, J. Lindsay and P. Nivola, eds., *Agenda for the Nation*, The Brookings Institution, Washington, D.C., 2003, pp. 17-60.
- Eric A. Hanushek, Dean T. Jamison, Eliot A. Jamison, and Ludger Woessman, "Education and Economic Growth," *Education Next*, Spring 2008.
- Francisco L. Rivera-Batiz, *Education as an Engine of Economic Development: Global Experiences and Prospects for El Salvador*, Fundación Salvadoreña para el Desarrollo Económico y Social (FUSADES), San Salvador, El Salvador, January 2009.

## **SESSION 10 (LIVE IN-PERSON)**

**Sustainability Topics:**

- Environment
- Governance
- Social Challenge
- Economic Development

**Economics of International Migration**

Immigration by origin, gender, and destination, the determinants of international migration, refugees and asylum seekers, remittances, and the brain drain.

Reading:

*Article: Migration and Development Brief 33 (The World Bank)*

Optional readings

- UNHCR, *Global trends in forced displacement 2020*
- The World Bank, *LEVERAGING ECONOMIC MIGRATION FOR DEVELOPMENT 2019*

## **SESSION 11 (LIVE IN-PERSON)**

**Sustainability Topics:**

- Environment
- Governance
- Social Challenge
- Economic Development

**Country presentations**



Students will choose a developing country for which they will need to diagnose the main education system variables including the structure of the education system, educational attainment, class size, teacher qualifications, the urban-rural and gender gap, drop-out rates, the language of instruction, material resources, and education finance. The report will also cover decentralization, school choice (private vs. public education), the availability of vocational schooling, tuition, and the returns to schooling.

Finally, students should provide education policy recommendations and reforms for the country.

## SESSION 12 (LIVE IN-PERSON)

### Sustainability Topics:

- Environment
- Governance
- Social Challenge
- Economic Development

### Final Exam

## EVALUATION CRITERIA

**Class participation** is critically important and makes up **20 percent** of the overall grade. Participation will be based on the student's contribution to the development of content in the sessions, not only in terms of the number of interventions. Class attendance may also be considered within this participation grade. Please, have this in mind while you participate in the discussion.

**Group Presentation:** students will choose a developing country for which they will need to diagnose the main education system variables and provide education policy recommendations and reforms for the country. Country reports will be ranked and graded in comparison to the rest of the advisory teams. A single grade will be given to all the team members of each country.

**Final Exam** that represents the remaining **40 percent** of the overall grade. This will assess the knowledge gained from lectures 1-11 and will be held in the final session. The structure of the exam will be provided several weeks before the exam.

criteria	percentage	Learning Objectives	Comments
Class Participation	20 %		
Group Presentation	40 %		
Final Exam	40 %		

## FAILING GRADE AND REASSESSMENT

When students receive a Fail in a course, they have the opportunity to present themselves for reassessment in order to earn the necessary credits toward graduation.

The reassessment of students should be scheduled between 5 and 10 working days after the review session takes place.

Grades for the reassessment are limited to a Low Pass and Fail.

Both, the initial Fail as well as the grade of the reassessment remain on the transcript. For the purpose of calculating the GPA however, only the grade of the reassessment is to be considered. Students receiving a failing grade in the reassessment of a course will not be able to continue in the program.

## **BEHAVIOR RULES**

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

## **ATTENDANCE POLICY**

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

## **ETHICAL POLICY**

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

