


In view of the health context linked to the spread of the coronavirus, the methods of organisation and evaluation of the learning units could be adapted in different situations; these possible new methods have been - or will be - communicated by the teachers to the students.

6 credits

45.0 h

Q2

Teacher(s)	Vandenberghe Vincent ;
Language :	French
Place of the course	Louvain-la-Neuve
Main themes	This course has no prerequisites. It begins with an introduction to economic reasoning and the exposition of some of the key concepts developed by economists ( i.e. study of the choice of agents in a situation of scarcity, central planning vs market economics, efficiency and equity in the production and distribution of goods and services or revenue). The rest [and by far most important part ] of the course is dedicated to economics of education as such. That comprises the study of the individuals and collective benefits of education, education as human capital investment vs. signalling ; how should education be financed?, the role of for-profit firms in financing human capital; the economic analysis of the cost of educational systems, what the estimation of production functions teach us about the supply of education, and the organizational and incentive-based approach to education provision.
Aims	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Bibliography	Communiquées à travers Moodle
Faculty or entity in charge	EDEF

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Minor in Education	<a href="#">LFOPA100I</a>	6		
Master [120] in Education (shift schedule)	<a href="#">FOPA2M</a>	6		