

Costs and Benefits in Education

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Propositions accompanying the dissertation

Costs and Benefits in Education:

Addressing Methodological Challenges and Broadening the Societal
Perspective in Mental Health Economics

Irina Pokhilenko

1. The economic impact of mental problems, particularly of those that are common among children and adolescents, on the education sector can be substantial (this dissertation).
 2. To ensure optimal resource allocation in society, costs and benefits in the education sector should be considered for inclusion in health economics studies in the psychosocial domain (this dissertation).
 3. The lack of methodological guidance and resulting methodological variation considerably limit the comparability of health economic studies that include education costs and benefits (this dissertation).
 4. Internationally applicable health economic methods are needed to produce comparable and transferable economic evidence and to facilitate effective policy decision-making (this dissertation).
 5. Methods and tools proposed in this dissertation facilitate the inclusion of education costs and benefits in health economics studies (this dissertation).
 6. Economics is ‘the science of means, not of ends’... [I]t can tell us the consequences of various alternatives, but it cannot make those choices for us. These limitations will be with us always, for economics can never replace morals or ethics (V.R. Fuchs).
 7. There is nothing more divine than education. It is only through education that one truly becomes man (Plato).
 8. The mental health of our children must be seen as every bit as important as their physical health. For too long we have been embarrassed to admit when our children need emotional or psychiatric help, worried that the stigma associated with these problems would be detrimental to their futures (K. Middleton).
 9. Half-heartedness does not reach into majesty (Rumi).
 10. The more substantial an individual’s aesthetic experience is, the sounder his taste, the sharper his moral focus, the freer – though not necessarily happier – he is (J. Brodsky).
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