



# **Economic Analysis** Introduction

- Policy makers are wary of spending money inefficiently
- There is a growing focus on gathering more evidence about what "works"

I have all this evidence from rigorous studies! Program X will improve primary school enrollment in your country



I have all this evidence from rigorous studies! Program X will boost agricultural productivity in your country



I have all this evidence from rigorous studies! Program X will reduce spending on emergency care in your country



I have all this evidence from rigorous studies! Program X will reduce mortality rates from pollution in your country



I have all this evidence from rigorous studies! Program X will protect native habitats in your country



I have all this evidence from rigorous studies! Program X will protect native habitats in your country





Um, great... But what will this all cost me?

Skeptical policy maker

## **Policy analysis**

I have all this evidence from rigorous studies! Program X will protect native habitats in your country



Hang on! Not just you! How much is it going to cost *us*?



Um, great... But what will this all cost me?

Skeptical policy maker





## **Economic analysis in decision making**

- Objectivity
  - Takes a community-wide or multi-stakeholder perspective
  - Highlights trade-offs involved in different kinds of investments
- Inclusiveness
  - Allows the consideration of a range of policy options
- Emphasises efficiency
  - Answers whether a project should be undertaken at all?
  - If so, determines which policy projects are A) most effective and B) most efficient
- Transparency and accountability
  - Can account for risk and uncertainty
  - Using a consistent metric helps to set priorities



Merit scholarships for girls, Kenya

Conditional cash transfers for girls, avg. Malawi

Free primary school uniforms, Kenya

Conditional cash transfers for girls, min. Malawi

Unconditional cash transfers for girls, avg. Malawi

Deworming in primary schools, Kenya

# Increasing school attendance in Africa

| 14 | Years of additional schooling per \$100 of intervention |
|----|---|
| 12 |   |
| 10 |   |
| 8  |   |
| 6  |   |
| 4  |   |
| 2  |   |
| 0  |   |
|    |   |
|    |   |

UCT for Deworming Free primary Merit CCT for CCT for scholarships in primary school girls, min. girls, avg. girls, avg. schools, for girls, Malawi uniforms, Malawi Malawi Kenya Kenya Kenya

# Increasing school attendance in Africa



# Economic analysis in decision making

- To avoid investing in a solution before identifying the problem and all possible remedies across contexts and time periods
   → to avoid ad-hoc solutions
- To determine proper resource allocation with a constrained budget → to set priorities
- To rule out projects in which the costs exceed the benefits
  → to avoid intervening when it's not worth it
- To identify priorities across multiple projects
  → to spend stakeholder money wisely
- Summarize complex program impacts parsimoniously
  - $\rightarrow$  to present information clearly

NOTE: Decisions are typically not made solely on the basis of economic analyses, but they can be a useful tool to aid the decision-making process

# **Typical benefits of managing IAS**

- Avoided costs the value of inputs or lost outputs which would have been incurred in the absence of an intervention
  - Avoided infrastructure damage
- Productivity savings reductions in existing levels of input expenditure which can be shown to result from the project

Higher agricultural productivity



# **Typical benefits of managing IAS**

- Positive health and social impacts resulting from the project
  - Increased leisure time
  - Preserved traditional ecological knowledge
- Positive environmental impacts resulting from the project Natural food harvesting Protected biodiversity



## **Typical costs of managing IAS**

- Research, design, and development costs
- Capital expenditures Machinery Control agents
- Labour costs
- Operating and maintenance costs for the entire expected economic life of the project



## **Typical costs of managing IAS**

• Negative externalities

health outcomes/impacts on third parties environmental impacts on third parties

Lost benefits associated with controlling/removing the IAS

Consumption for food Building materials



## C Economic feasibility vs. Financial feasibility



Groups that pay or earn money

# Where to draw the line with an economic analysis...

- The **cost** of doing the analysis should be small relative to the cost of the project itself
- Some values are not worth capturing because they are either too small or difficult to measure or expensive to measure

If valuing these things is absolutely required, what can be done?

- **Combine data** collection with other initiatives
- Focus on physical units rather than monetisation
- Borrow values from elsewhere (cautiously)