เครื่องมือทางเศรษฐศาสตร์ กับการออกแบบนโยบายสาธารณะ

โสมรัศมิ์ จันทรัตน์

จากรางวัลโนเบลสาขาเศรษฐศาสตร์ ปี 2562 สู่การใช้นวัตกรรมทางเศรษฐศาสตร์
เพื่อลดความเหลื่อมล้ำทางการศึกษาและพัฒนาทรัพยากรมนุษย์ในประเทศไทย

1 พฤศจิกายน 2562

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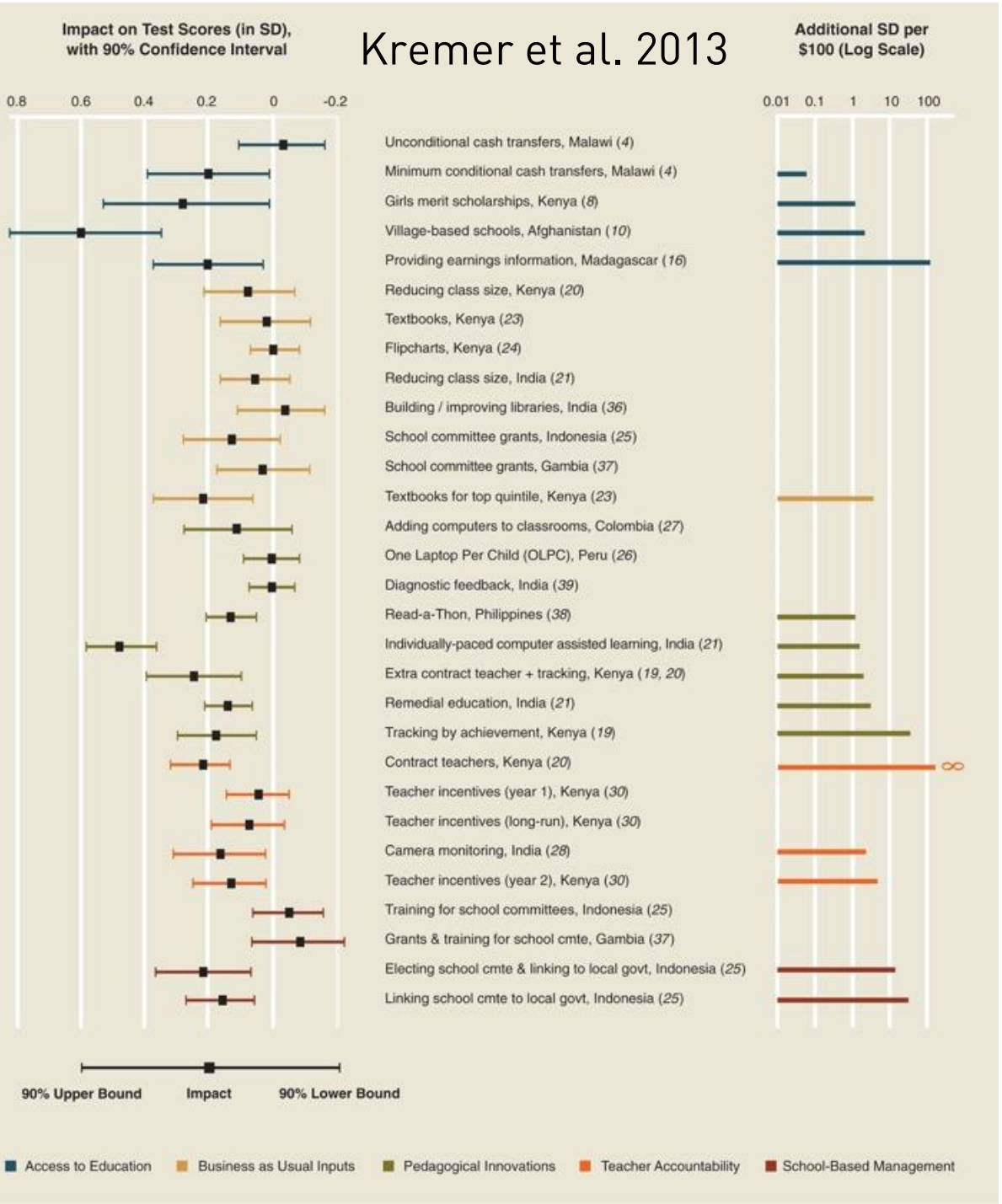

Evidence based policy making: Why?

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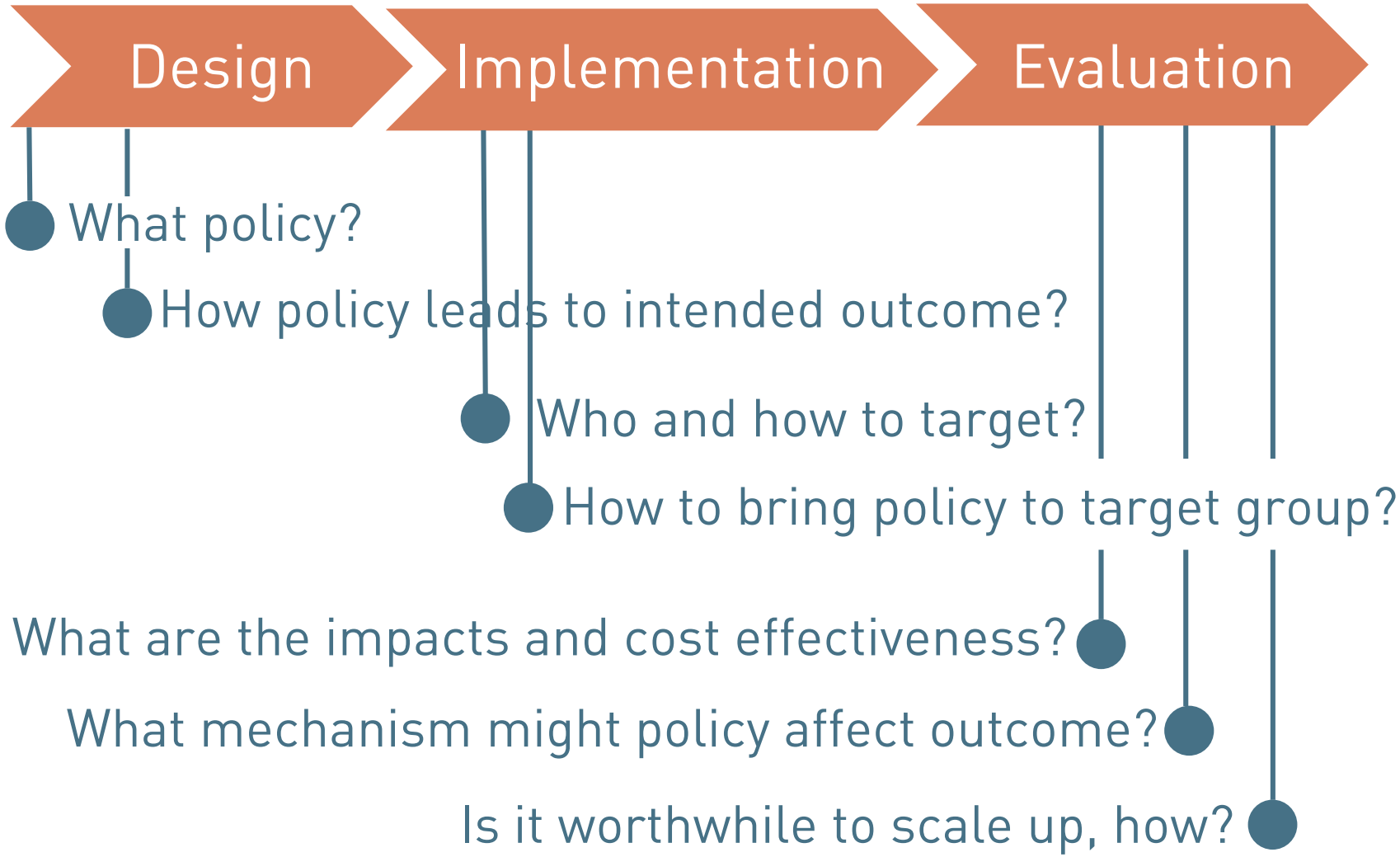
Evidence based policy making in the policy process



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Evidence based policy making & Economic tools

Policy question

- Macro/micro
- ST/LT

Framework

- Mechanism
- Hypothesis

Data

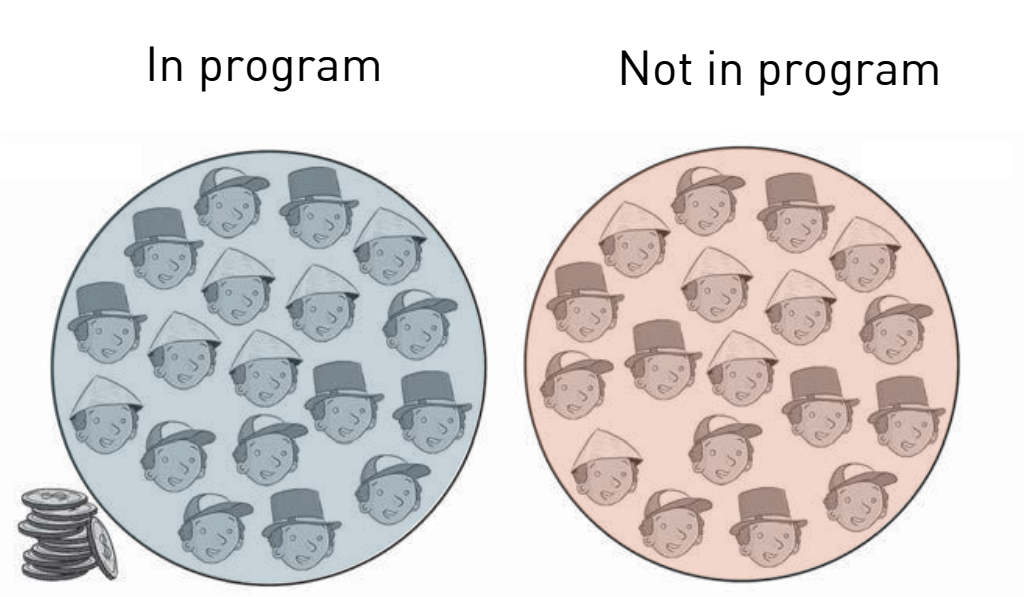
- Existing
- Need to collect

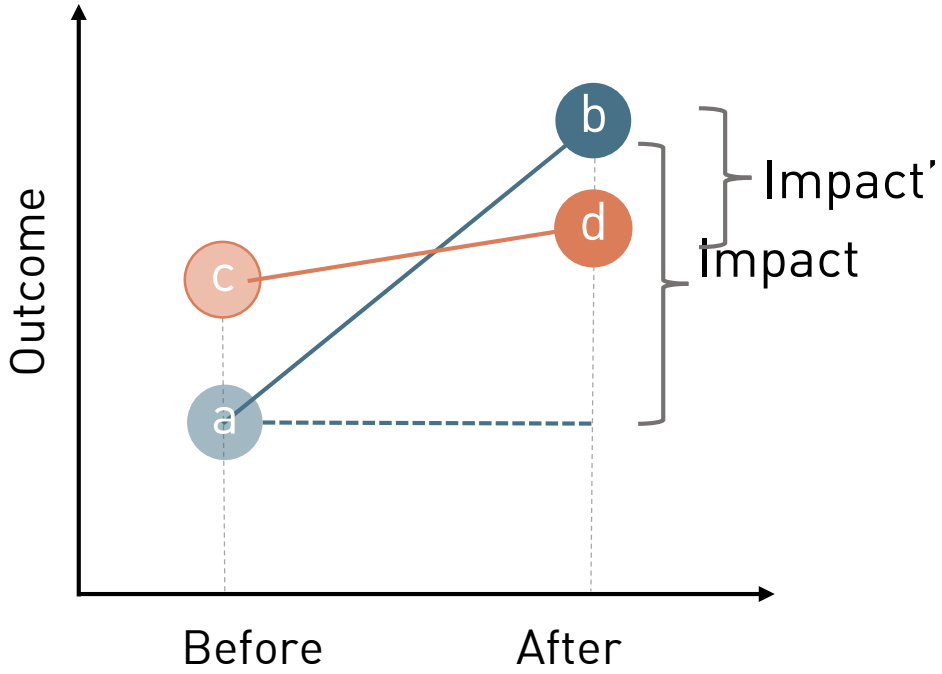
Casual inference

- Difference in difference
- Instrumental variable
- Regression discontinuity
- Matching
- Randomization
- Structural modeling
- **Big data & mixed model**

Casual inference
Main but challenging job for economics

- Challenges in measuring impact of program on outcome(s)





✗ (After) – (Before): Impact = b - a but…other things also happen during the time?

✗ (In program) – (Not in program): Impact = d - b but…are control and treatment different even before the program? → selection problem

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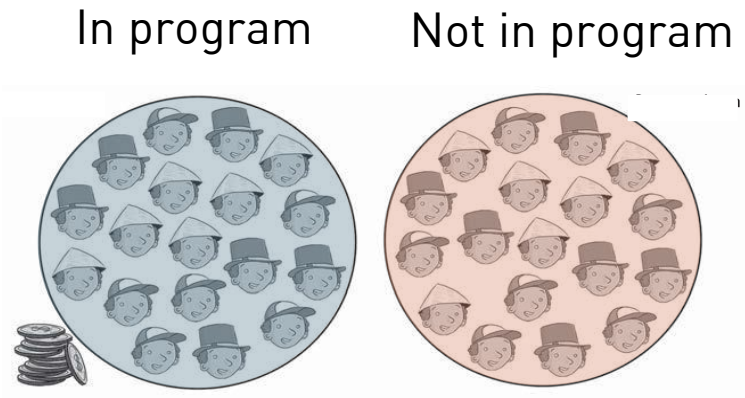
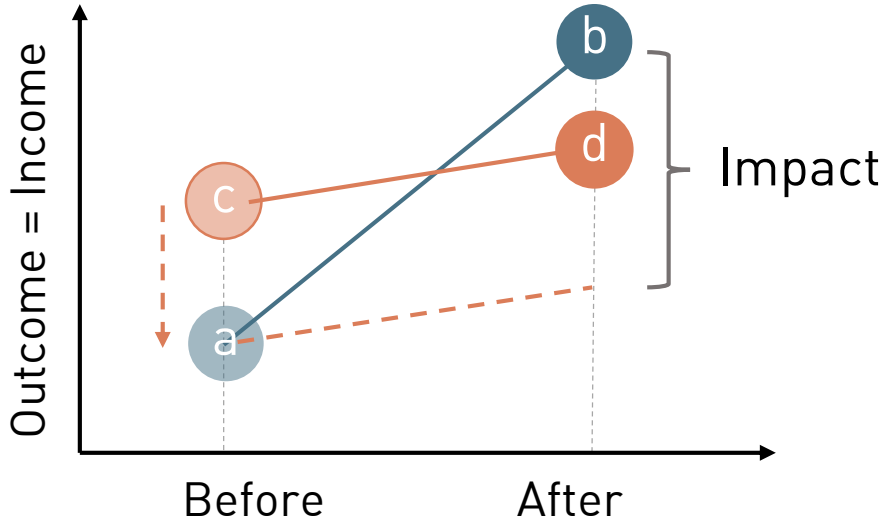
If data before and after program available
Difference in difference





- Compare changes in outcomes over time between treatment and control groups

	After	Before	Difference
In school	b	a	b-a
Not in school	d	c	d-c
Difference	b-d	a-c	(b-a)-(d-c)

Correct for initial difference of treatment and control groups

Assume both groups move with similar time trend without program

But...do control and treatment change with same time trend?

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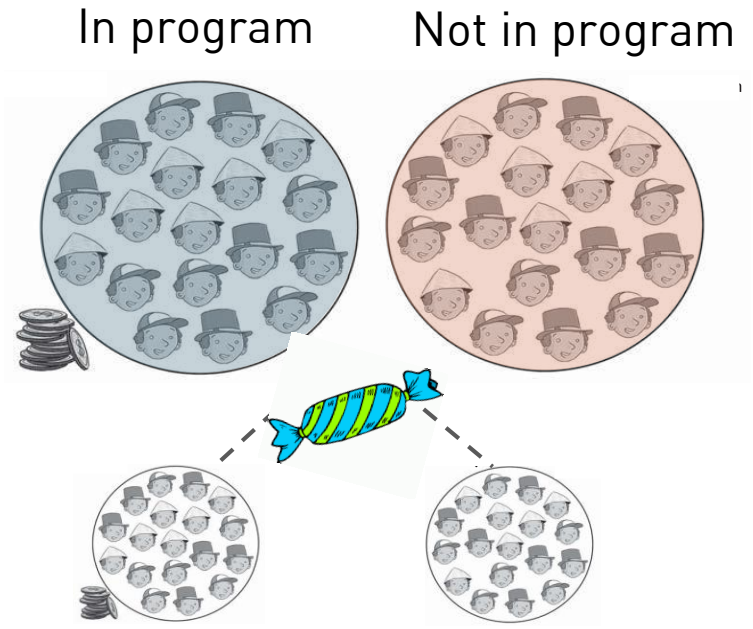
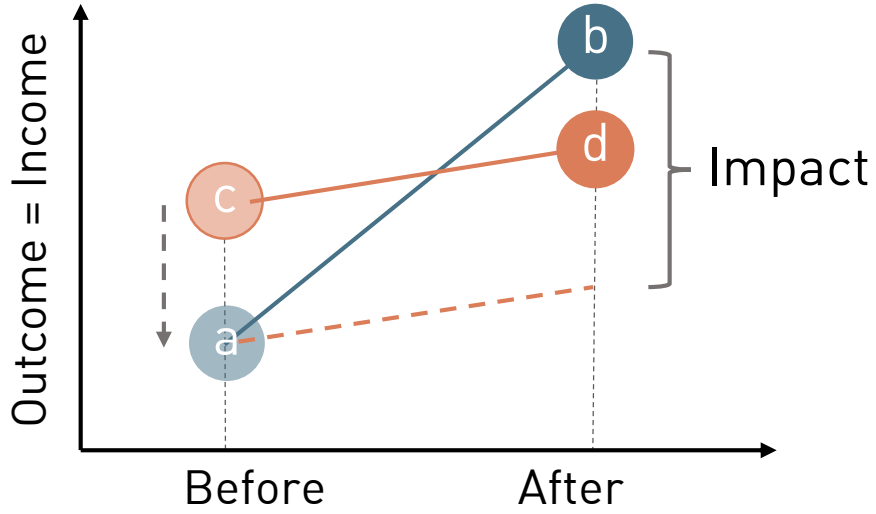
If data before program NOT available Instrument variable (IV)



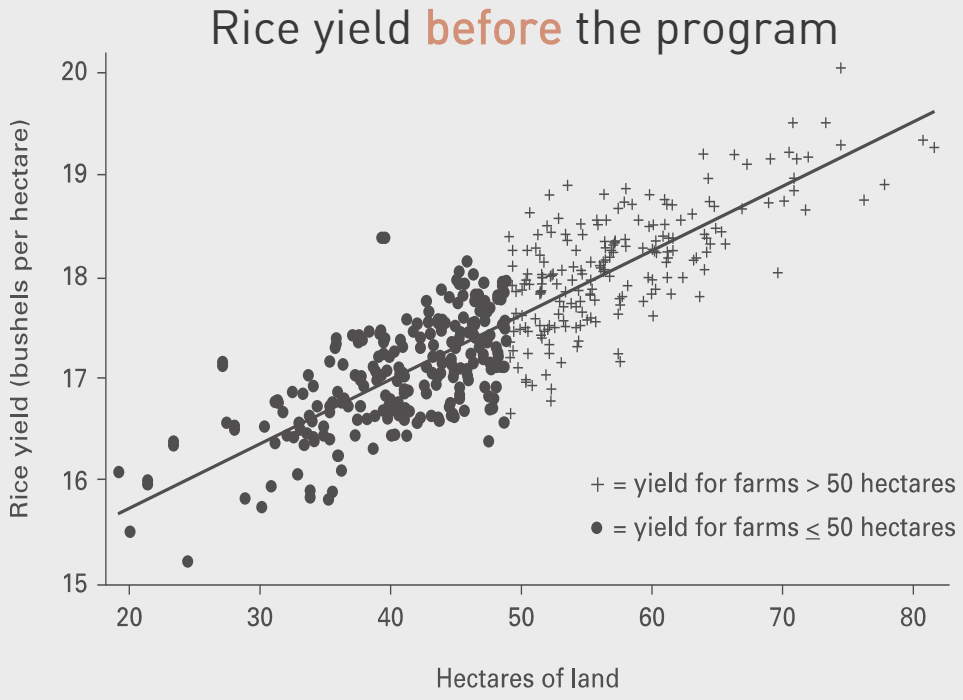


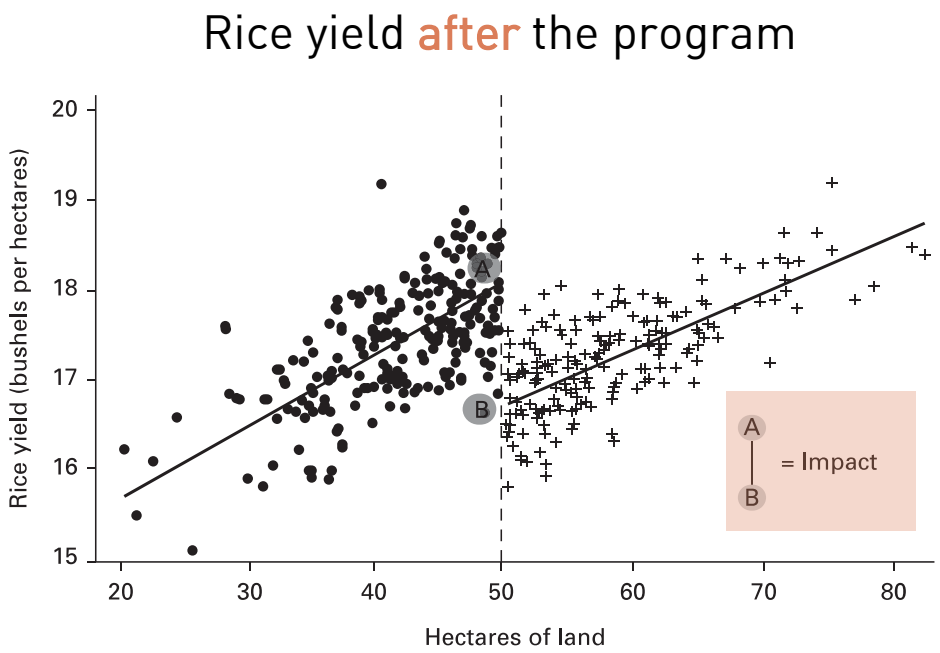
- Find instrument that are not related to outcome but can induce subject into treatment/control groups

  Correct for initial difference of treatment and control groups

  - Ex) Angrist (1990) estimate impacts of military service on labor outcome
    - IV: draft lottery
  - Ex) Angrist and Krueger (1991) estimate effects of compulsory school on earnings
    - IV: quarter of birth in the census

  (In the US, students can enter school when they turn 6 in Jan and have to stay in school until they reach 16)



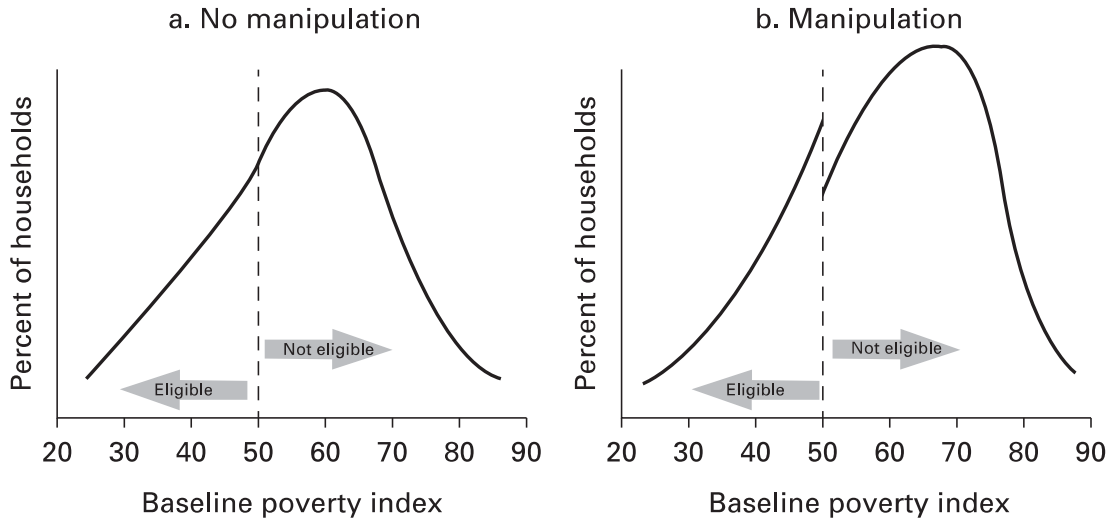


If data before program NOT available
Regression discontinuity

Compare control and treatment within the neighborhood of eligibility threshold

Correct for initial difference of treatment and control groups

Assume subjects cannot manipulate their eligibility … but



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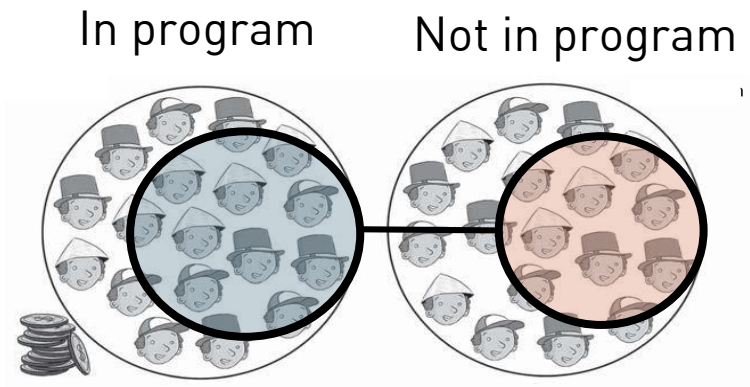
If data before program NOT available
Matching

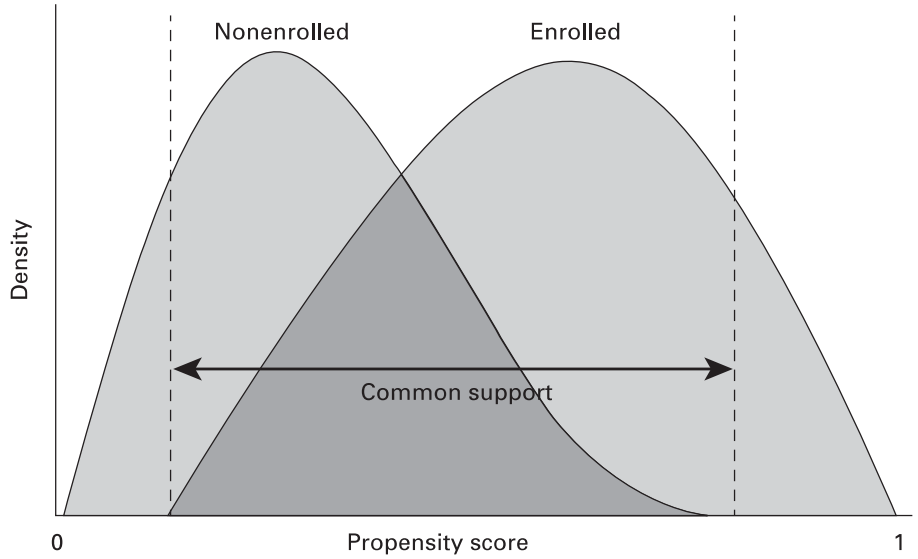


- Construct control group that have statistically similar to treatment based on observed characteristics

Correct for initial difference of treatment and control groups

Assume sorting based on observed characteristics

Propensity score



But…how can we be ensure that control and treatment are not different based on unobserved characteristics?

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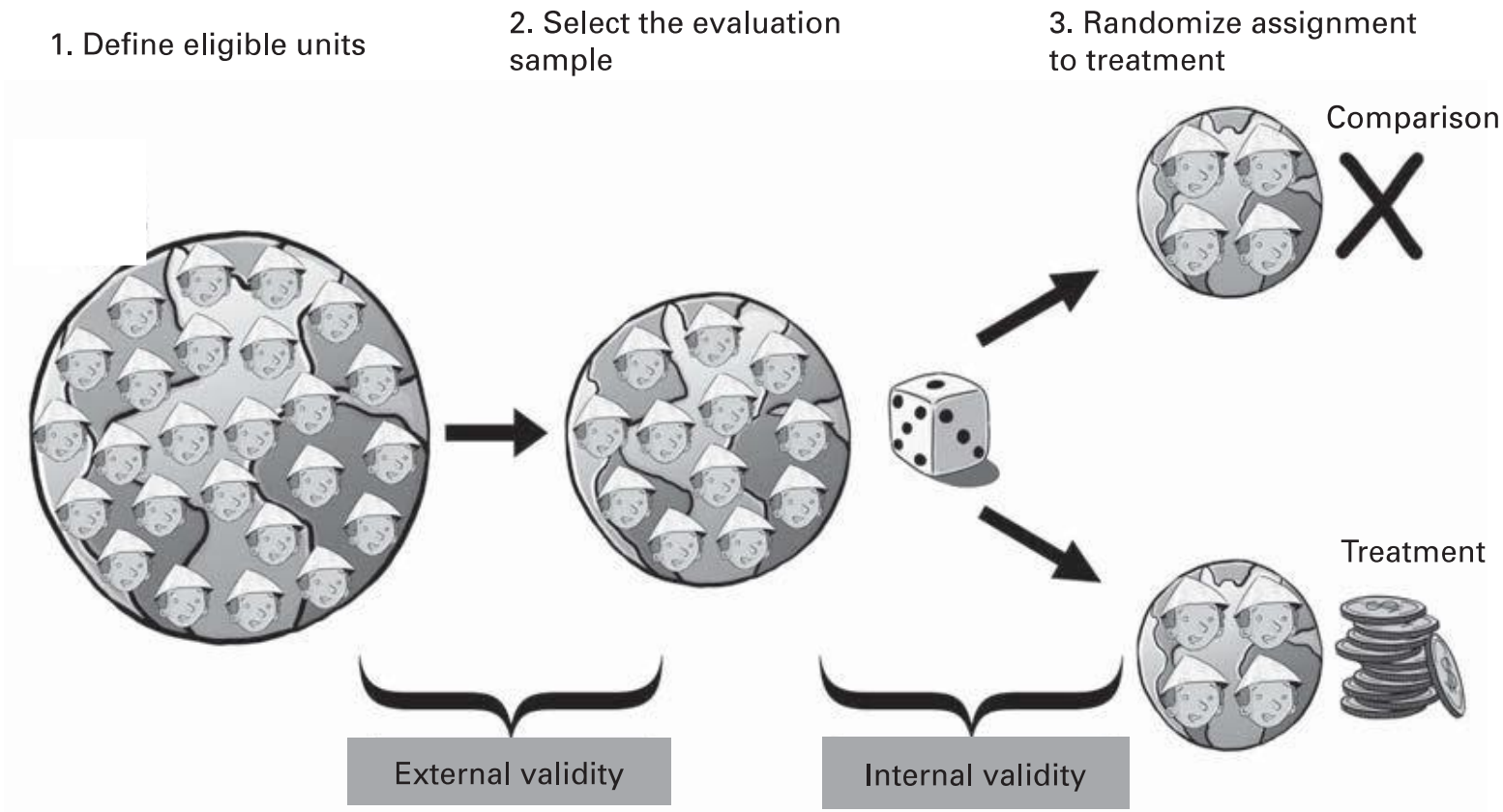
If new data collection is possible
Randomization

- Pure randomization: Randomly assign subject to program (treatment) and control group

  Correct for initial difference of treatment and control groups



Challenges

- Noncompliance→ quasi randomization
- feasible?
- Costly?
- Complex, macro policy
- External validity?

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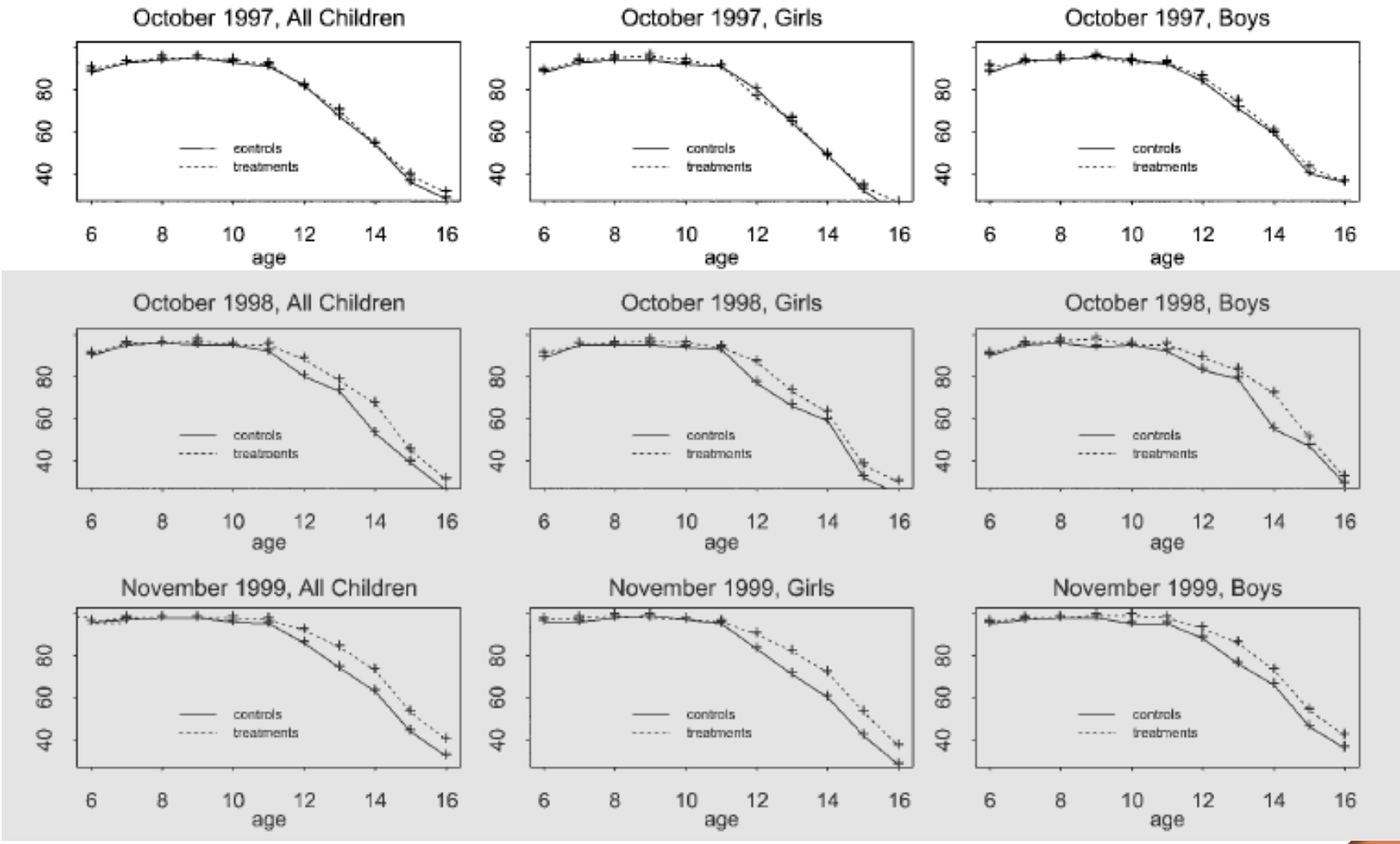
If new data collection is possible
Randomization

Ex) Behrman et al.(2005) evaluate Progressa CCT program

- Randomly select villages in treatment and controls
- Compare eligible households in control and treatment groups



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Other method and the use of big/admin data

- Structural modeling:

1) develop model and calibrate with data with good variations
2) simulate what would happen to outcome with policy options

Ex) Townsend evaluate Thailand village funds

- Big/admin data: ex) researchers in the US have been exploiting census data

1) Cover before and after program
2) track for long-term outcomes
3) large coverage → external validity and impact heterogeneity

Ex) Duflo 2001, Chetty's work with tax records, etc.

Duflo's famous paper using Indonesia Census

Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment

By Esther Duflo*

Between 1973 and 1978, the Indonesian government engaged in one of the largest school construction programs on record. Combining differences across regions in the number of schools constructed with differences across cohorts induced by the timing of the program suggests that each primary school constructed per 1,000 children led to an average increase of 0.12 to 0.19 years of education, as well as a 1.5 to 2.7 percent increase in wages. This implies estimates of economic returns to education ranging from 6.8 to 10.6 percent. (*JEL* I2, J31, O15, O22)

Birthplace

Birthday

	Years of education			Log(wages)		
	Level of program in region of birth			Level of program in region of birth		
	High (1)	Low (2)	Difference (3)	High (4)	Low (5)	Difference (6)
Panel A: Experiment of Interest						
Aged 2 to 6 in 1974	8.49	9.76	−1.27	6.61	6.73	−0.12
	(0.043)	(0.037)	(0.057)	(0.0078)	(0.0064)	(0.010)
Aged 12 to 17 in 1974	8.02	9.40	−1.39	6.87	7.02	−0.15
	(0.053)	(0.042)	(0.067)	(0.0085)	(0.0069)	(0.011)
Difference	0.47	0.36	0.12	−0.26	−0.29	0.026
	(0.070)	(0.038)	(0.089)	(0.011)	(0.0096)	(0.015)

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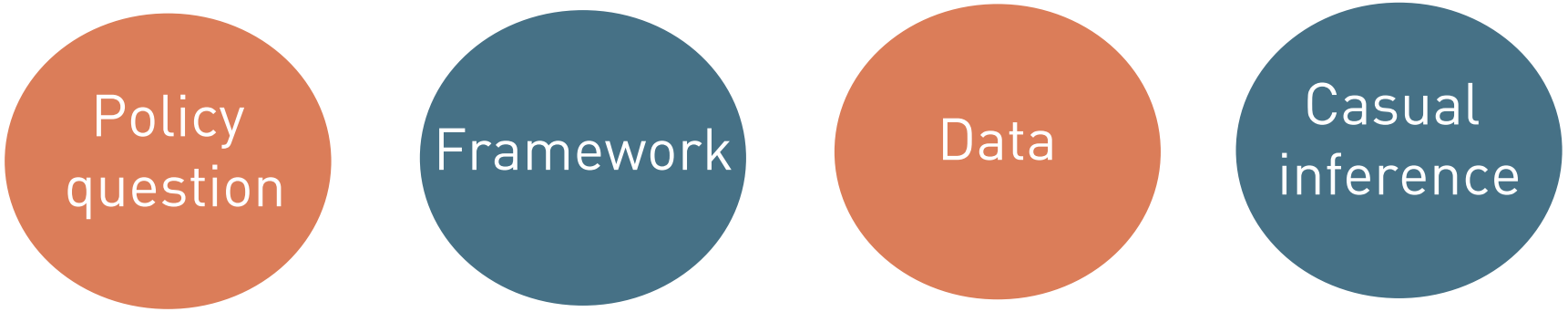
Choosing economic tools to do evidence based policy



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