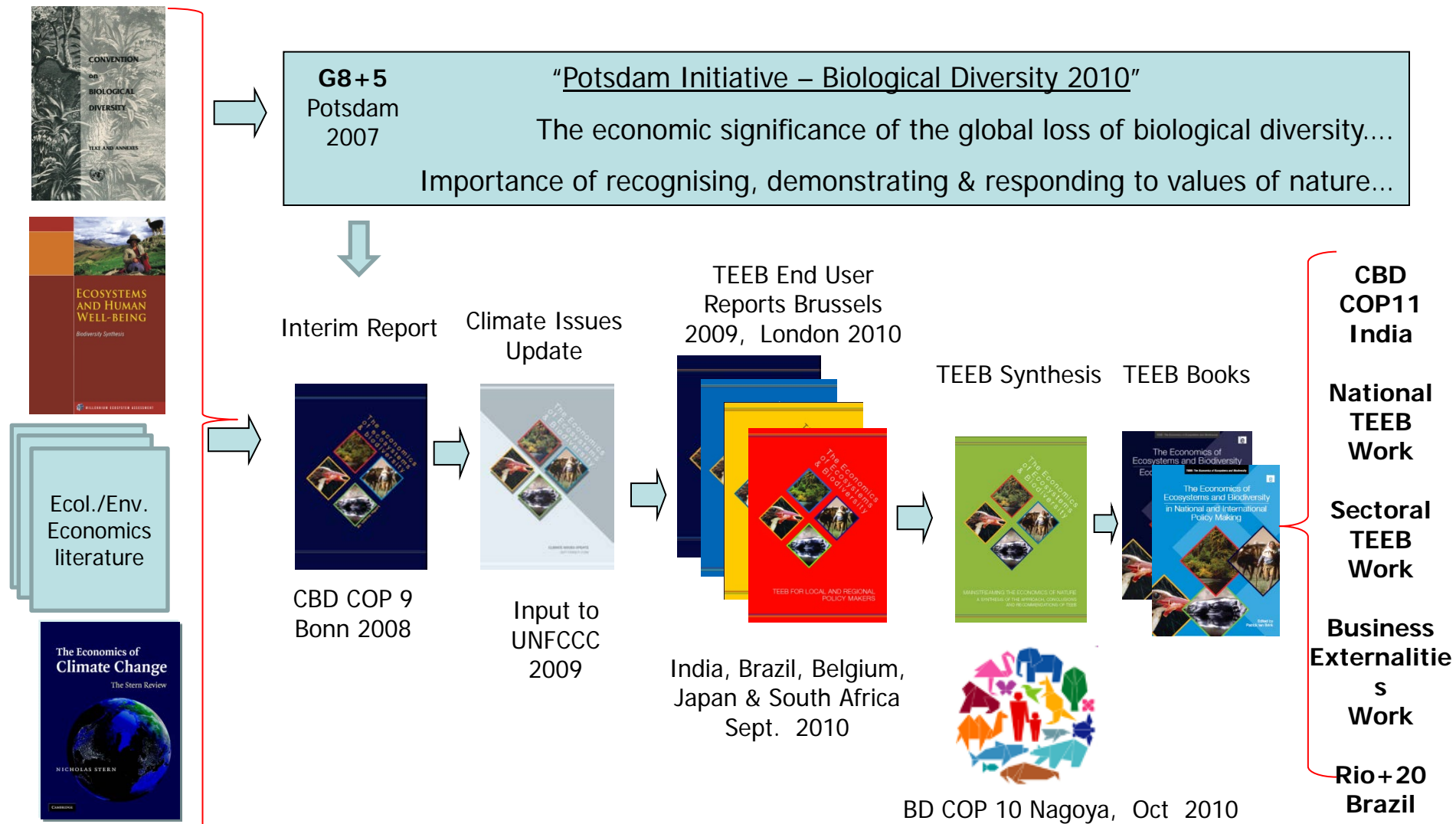


The Economics of Ecosystems & Biodiversity



TEEB (2008-2010) Genesis, Aims, and Progress





TEEB perspective on Valuation...

The Economics of Ecosystems & Biodiversity

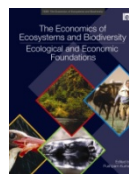
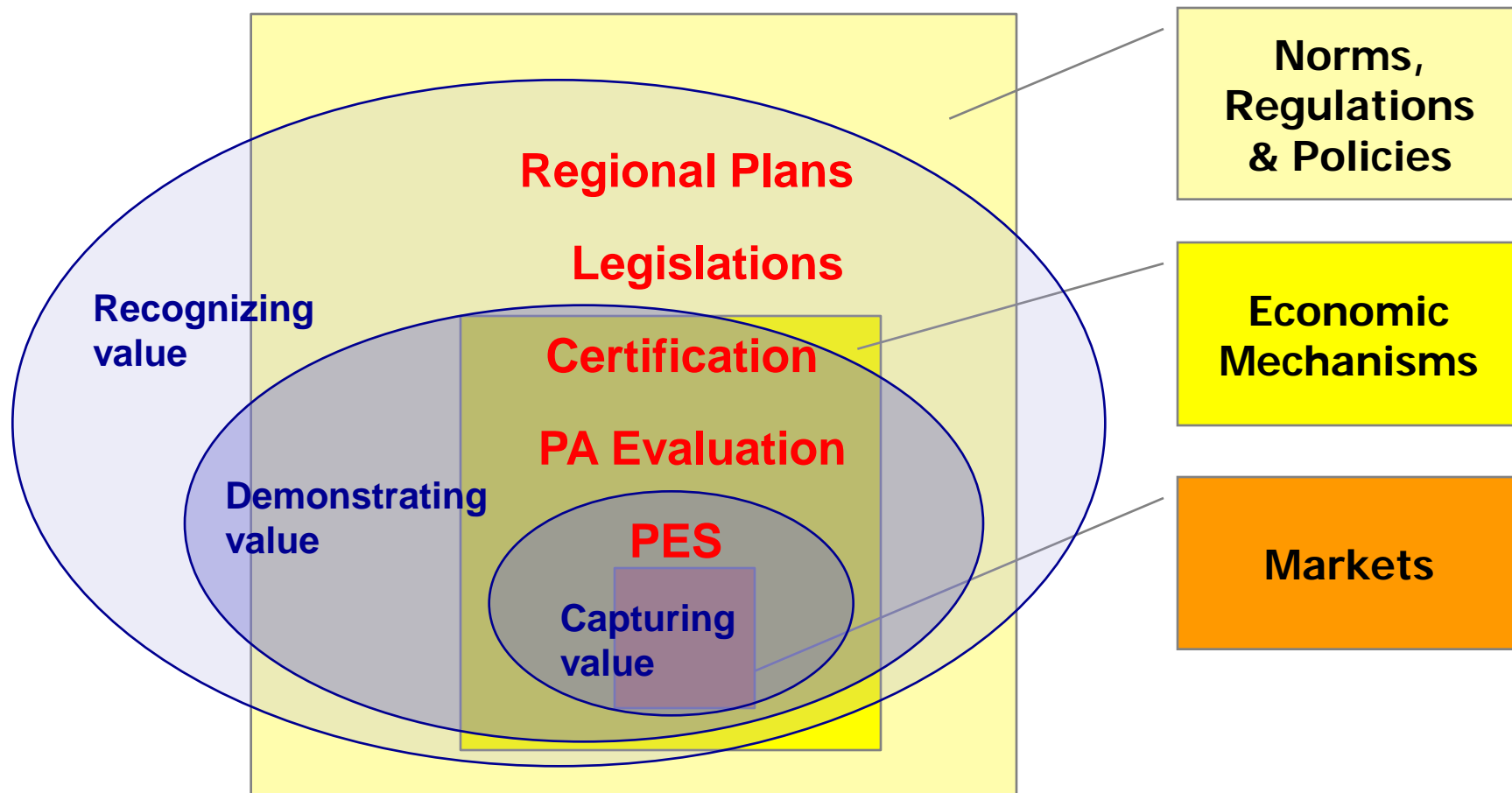


Not the TEEB perspective on Valuation...

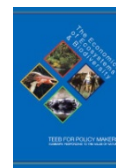




The TEEB perspective on Valuation



Ch.5



Ch.4



Ch.3



Ch.3





The importance of deliberation in valuing ecosystem services in developing countries – evidence from the Solomon Islands.

Kirsten L. Hyde, T. Christine Marshall, Emma L. (2011)

The Economics of Ecosystems & Biodiversity



- Solomon Islands
 - Extremely high biocultural diversity
 - 85% of population lives on subsistence
 - Shifting cultivation, fishing, pigs
 - Kastom and Christianity



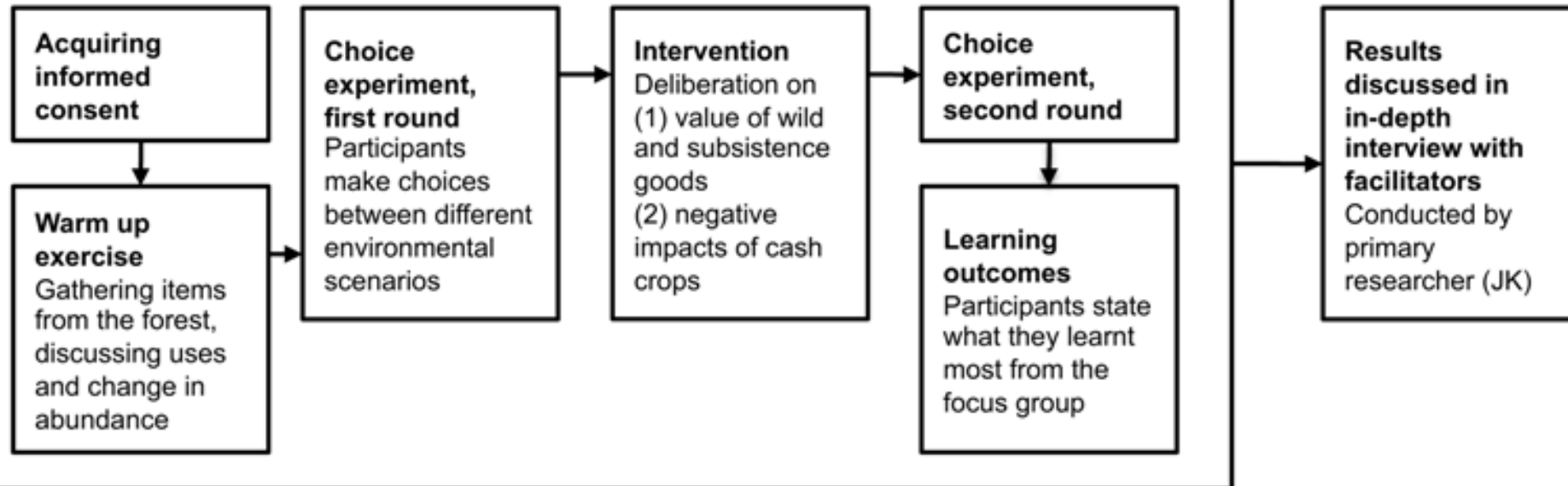
- Globalisation
 - Logging, mining
 - Cash crops: cocoa, copra, palm oil, teak
 - Social problems - alcohol, prostitution
 - Loss of culture
 - Rapid population growth





Deliberative choice experiment

Focus groups



18 communities
46 focus groups
447 people

Deliberative / participatory methods





Deliberative / Participatory action research

- * People should be empowered to analyse their own reality
- * Outsiders act as facilitators, not experts
- * Learning should be experiential and not top-down



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Example choice task

	Program A	Program B	Program C
Gue <i>(Calamus sp)</i>	•	• • • •	•
Water quality	• • • •	•	•
Food gardens	•	• • •	•
Cocoa gardens	• • •	•	• • •
Cost	SBD \$500	SBD \$300	SBD \$0

Modal income: US \$220 = SBD \$3300



Results – first choice experiment

	Baseline	Improvement	
Gue (<i>Calamus sp</i>)	4 hr walk	15 min walk	US \$11
Water quality	High 3 months yr ⁻¹	High all year	US \$33
Gardens	One food garden Three cocoa gardens	Three food gardens One cocoa garden	US \$29

Modal income: US \$220
All figures per household per annum

+

US \$73
(SBD \$1095)



Second choice experiment

- * Refusal to trade-off environmental attributes against cost
- * Willing to pay entire income towards maintaining environment
- * Deliberation and social learning had a major impact on outcomes





Methodological challenges

- **Low levels of literacy, education and language**
 - Creates barriers to valuing complex environmental goods
 - Makes it difficult to utilise traditional survey techniques such as questionnaires and interviews.
 - More deliberative and participatory approaches to data collection may overcome these issues.
- **Informal or subsistence economies**
 - People may have little or no experience of dealing with money.
 - People find it difficult to place a monetary value on complex and unfamiliar environmental goods / services.
- **Valuation methods have been developed in developed countries**
 - Are the current best-practice guidelines appropriate for applications in developing countries?



Practical challenges

- **Extreme environmental conditions**
 - Affect the researcher's ability to access areas or effectively undertake research.
- **Lack of local research capacity to design, administer and analyse research projects**
 - Involvement of local people is considered essential within the research process to ensure that local nuances / values are accounted for.
- **Sometimes easier to administer valuation studies in developing countries**
 - Response rates are typically higher
 - Respondents are receptive to listening and considering questions posed
 - Interviewers are relatively inexpensive (allowing larger sample sizes).



Policy challenges

- **Lack of local research capacity**
 - Lack of awareness of valuation methods and of the importance of biodiversity to people.
- **Lack of empirical valuation studies in developing countries**
 - Little evidence to illustrate the importance of biodiversity to people.
 - Makes future value transfer difficult.
- **Existing research is often extractive**
 - Often little engagement with local communities, researchers or decision makers.
 - Research therefore has very little impact on the welfare of local people.



Conclusions: Best practice guidance

- **The way people in developing countries think about the natural environment is different to those in developed countries.**
 - They have much closer ties to their natural environment.
 - Their knowledge is often implicit and / or experiential knowledge
 - Low levels of literacy and education mean that most people will have little or no scientific understanding of their natural environment.
 - **The above means that people from developing countries may have difficulty in expressing their value for natural resources.**
- **Given the above, standard approaches to valuation are unlikely to effectively reveal the preferences of people in developing countries.**
- **Valuation may be more effective if:**
 - Local researchers are used throughout the research process
 - Deliberative, participative and action research approaches are incorporated into the valuation methods.



References

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