COPENHAGEN CONSENSUS CENTER

BHUTAN ACADEMY

Day 2 warm-up quiz

Priorities, health and education

Copenhagen Consensus Center

October 2026

Question 1 of 8

A policy has an important objective. Does that make it a good investment?

A. Yes, if the objective is important enough

B. Only if it benefits everyone

C. We need evidence about its additional benefits and costs

A worthwhile objective does not establish that a particular intervention is a good use of resources.

Source: HM Treasury, The Green Book (2026)

Question 2 of 8

What should we compare a programme with when estimating its benefits?

A. A situation where nothing happens

B. What would realistically happen without the programme

C. The best outcome imaginable

Business as usual includes existing services and expected changes without the programme.

Source: HM Treasury, The Green Book (2026)

Question 3 of 8

Is a programme's cost to government its total cost to society?

A. Yes, the government budget captures every cost

B. Only when the government pays for the programme

C. No, households and others may also bear costs

Count costs for everyone affected, including resources and time outside the government budget.

Source: HM Treasury, The Green Book (2026)

Question 4 of 8

A health intervention averts one DALY. What does that mean?

A. It saves one person's life

B. It prevents the equivalent of one year of healthy life lost

C. It reduces healthcare spending by one year

DALYs capture healthy life lost through premature death and disability.

Source: WHO, Global Health Estimates

Question 5 of 8

A treatment helps patients return to work and saves relatives' caring time. Do these effects count?

A. No, only medical effects count

B. Yes, whenever the programme claims them

C. Yes, if they are additional and supported by evidence

Health benefits can extend beyond healthcare. Check additional effects and avoid double counting.

Source: HM Treasury, The Green Book (2026)

Question 6 of 8

Does increasing school funding necessarily improve learning?

A. Yes, more spending always means more learning

B. No, the effect depends on how the money changes teaching

C. Yes, if schools spend their full budgets

Spending alone does not establish a learning gain. The design and use of funds matter.

Source: World Bank, World Development Report 2018

A school reform raises enrolment. Can we immediately count higher lifetime earnings?

A. Yes, more enrolment automatically means higher earnings

B. Only if the reform is expensive

C. No, we need evidence linking the change to earnings

Support each link between the reform, additional schooling or learning, and future earnings.

Source: World Bank, World Development Report 2018

Question 8 of 8

Your proposal is “Improve education in Bhutan.” What should you clarify first?

A. The benefit–cost ratio

B. The concrete change and what happens without it

C. The presentation title

Specify the intervention, who it affects and a realistic business-as-usual baseline.

Source: HM Treasury, The Green Book (2026)