Evaluating Behaviour Change

Dan Wellings, Research Director

Ipsos MORI

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Think about evaluation before you start

Get your evaluation in early

Project/programme cycle

Planning → Implementation → Evaluation

Intervention cycle

Insight research → Intervention development → Implementation → Evaluation → Best practise

Evaluation

FORMATIVE EVALUATION:

- Insight research
- Baseline
- Pre testing
- Design of process and impact evaluation cycle

PROCESS EVALUATION

OUTCOME or IMPACT EVALUATION

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DOCUMENTATION OF LEARNING/BEST PRACTICE

Why evaluate?

Evaluate to improve your work

- **Project Management**: is the programme being managed properly? Is good practice being followed?

- **Staying on Track**: are the target audiences being reached? Is the programme performing as expected? How can the programme be improved?

- **Project Efficiency:** how well are money and resources being used?

- **Development and Dissemination:** what might have worked better? How can mistakes be avoided next time?

Evaluate to prove your worth

- **Outputs and Outcomes:** did the policy, programme or intervention do a good job or not? Did it achieve the desired outputs? Did it have the desired outcomes? For the target beneficiaries?

- **Value for money:** does the policy, programme or intervention represent value for money? What tangible/monetary benefits does it create? What is the financial value of the outcomes created? How does this compare to no programmes/ other programmes?

What does success look like?

Success can be different things to different people

- **How you evaluate is going to depend on why you are evaluating…**
- ... and what your definition of ‘success’ is
- If we want to judge how successful something is, we need to know what success might look like. **And it might be different things to different people**

A topical example

- Let’s take a topical, but pertinent, example to illustrate - the number of heavy lift, Chinook helicopters the British Army has at its disposal in Afghanistan, which became an increasingly hot potato….

Say you want to buy some helicopters… (scenario #1)

- Programme success = Procure eight Chinook helicopters for the Ministry of Defence
- Output = Eight Chinook helicopters delivered by contractor to Ministry of Defence, 2001
- Evaluation: The programme was to procure eight helicopters and eight helicopters were delivered, so surely the answer is yes?!

- BUT…if we define ‘success’ differently…

Say you want to buy some helicopters… (scenario #2)

- Programme success = Procure eight Chinook helicopters for the British Army, which can fly in all weathers and are therefore fit for operational use.
- Output = Eight Chinook helicopters delivered by contractor to Ministry of Defence, 2001, but missing software build allowing helicopters to fly in low visibility conditions (like clouds!) because it wasn't detailed in the original specification.
- Evaluation: Well you've got your eight helicopters, so yes on the face of it, but then it's really a no as they can't be flown safely anyway, and the Parliamentary Public Accounts Committee called it one of the most botched procurement programmes of all time.

Say you want to buy some helicopters… (scenario #3)

- Programme success = Procure eight Chinook helicopters for the British Army, which can fly in all weathers and are therefore fit for operational use, and at a price to the public purse that offers value for money.
- Output = Eight Chinook helicopters delivered by contractor to Ministry of Defence, 2001, at a cost of £259m, but missing software, with no license from the contractor to upgrade or modify the software, and therefore need to develop bespoke software system and rebuild from scratch at an additional cost of over £400m.
- Evaluation: Well I'll let you make up your own mind…MoD should have had eight operational helicopters back in 2001 for a cost of £259m, but in reality it (might have) eight operational helicopters in 2010 for a cost of around £800m, nine years late and more than 200% over budget

Knowing about something does not mean you'll do it

Prochaska's stages of change

Pre-contemplation: not aware of the need to change

Contemplation: aware of need to change and considering it

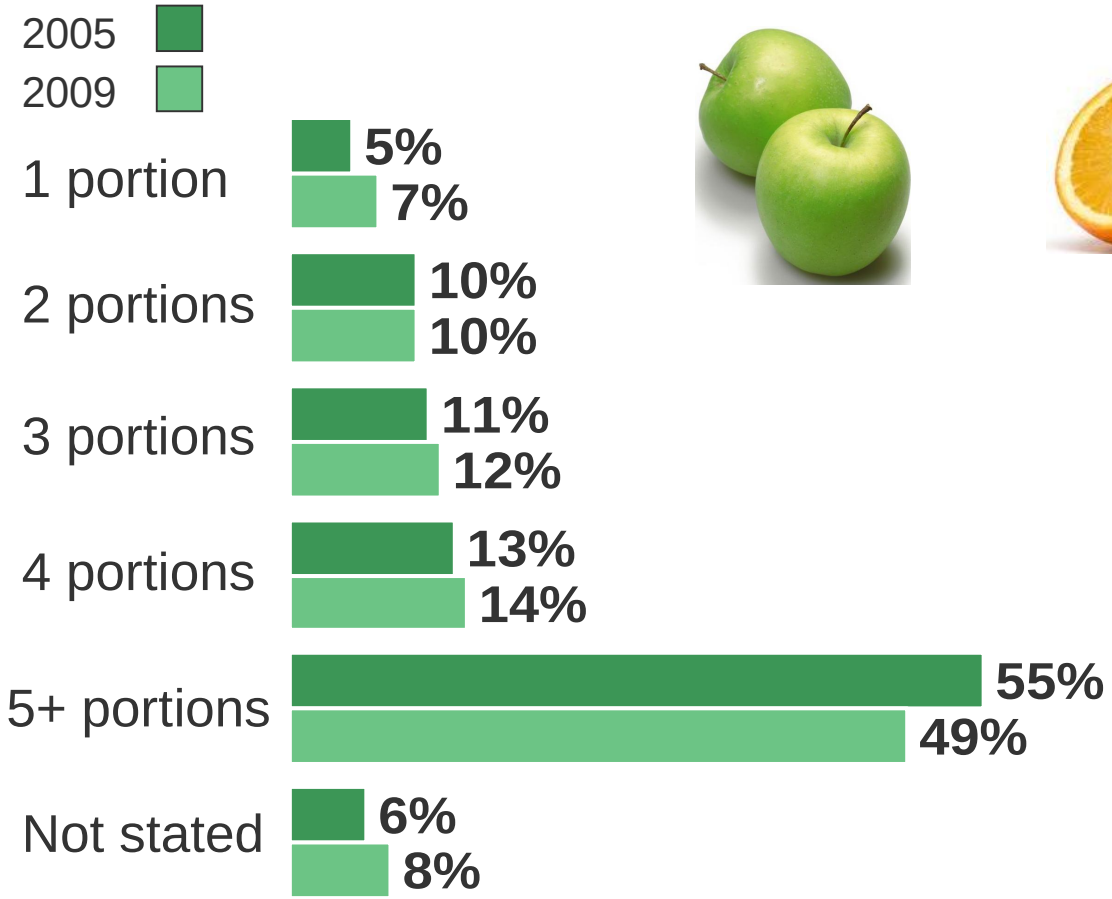
Preparation: decided to act and making a plan, setting goals

Action: putting the plans into action

Maintenance: keeping the plan going

Awareness does not always lead to behaviour change

Q Have you eaten any fruit and vegetables in the last 24 hours?



Awareness of 5-a-day recommendation

	2005 %	2009 %
5 portions a day	**68**	**78**
1-4 portions a day	14	8
6+ portions a day	3	1
Don't know	14	10
Not stated	2	3

Think about what you are trying to achieve

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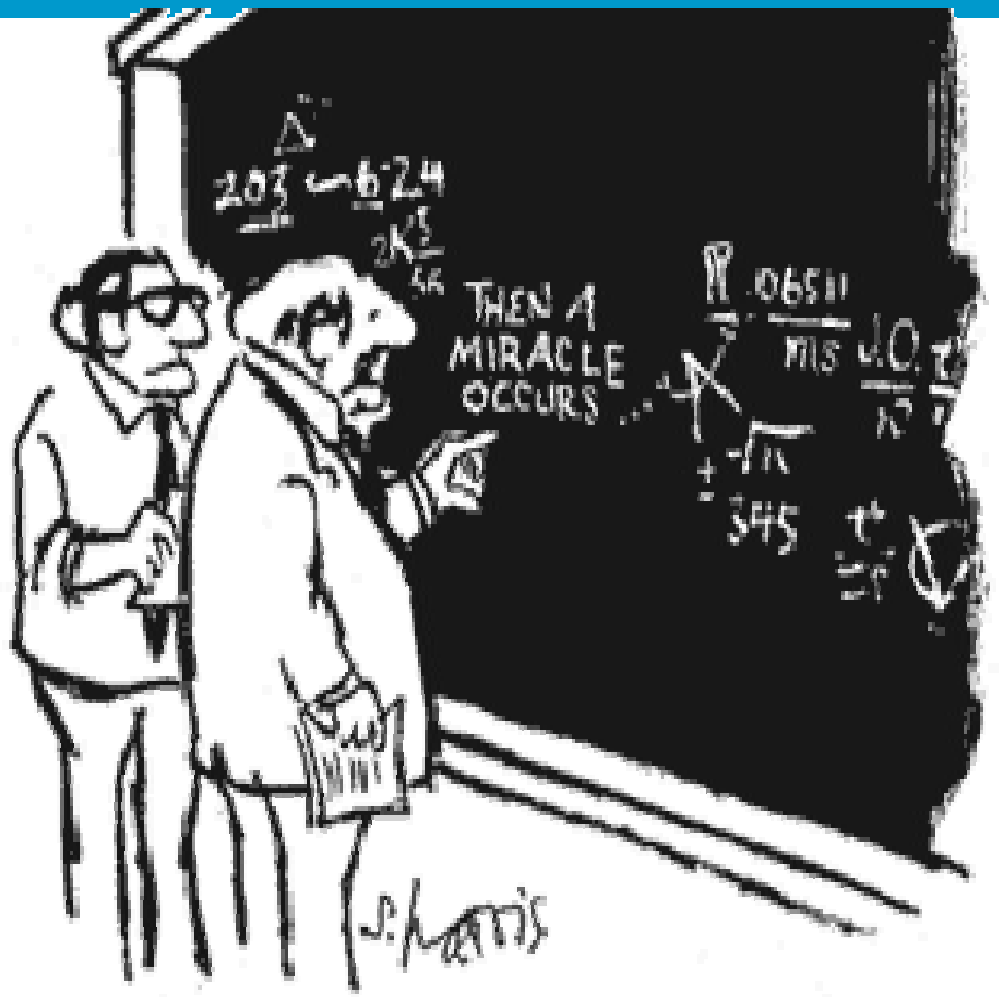
Base: All respondents living in core wards (1,732). (2 February 27-March 2009)

Did it work?

No discussion about evaluation should leave out the problem of causality…



"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

How do we establish what causes what?

- All of the previous reasons for evaluation have different ideas of of what 'success' looks like, but in all cases...
- To really establish 'success' we need to be able to show that policy or service A results in outcome B
- But how?
- Three conditions for causality (or attribution):
  - Establish a relationship between policy A and outcome B
  - Look for, and discount spurious relationships
  - Check the time order, A must happen before B

Methodologies

There is a lot of language in this area

Randomly controlled trials

Ecological studies

Longitudinal studies

Observational work

Retrospective

Qualitative work

Case control

Quantitative work

Case studies

Experimental studies

Developing a theory of change

The model sets out the links between the chosen focus of this initiative and the activities, short and longer-term outcomes whose effectiveness is being evaluated.

Inputs:

- What resources have been made available for the programme?

Outputs:

- What will/has happened/been done as a result of the inputs?

Outcomes (short and medium term):

- What are the interim ways to measure whether the impacts are likely to occur

Impacts (longer term):

- What is the long term reason for the programme – what is it designed to bring about

Beware unintended consequences...

Some examples…

- The scheme to get people with mental health problems back to work quickly which lasted a little longer than predicted

- Introducing sterilising tablets into prisons to clean needles which had an unfortunate side effect

- The initiative to reduce the level of mugging in Deptford which proved unpopular with their neighbours

Need to ensure your scope allows for this

So what do you need to do?

So…

- Start early
- Be clear what success looks
- Design an appropriate methodology
- Think about what data you already have
  - It does not have to be an expensive exercise at a local level
- Look at what has already been done
- Bring someone in to help with design
- Think about what else is going on
- Always be aware that it might not go exactly to plan but at least you know it…

Thank you

For further information contact:
dan.wellings@ipsos-mori.com
on 020 7347 3000