



Behavioral Interventions for the Use of Evaluation Findings

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Agenda

1. Study Research Questions and Methodology
2. Barriers and Enablers to the Use of Evaluation Findings at USAID
3. Promising Strategies
4. Q&A

Research Questions



- What are **behavioral barriers and enablers** to the use of evaluation findings in USAID global health programs by key stakeholders?
- What are **promising strategies** for increasing the use of evaluation findings in USAID global health programs by key stakeholders that address behavioral barriers and build on behavioral enablers?

Methodology



1. Literature review of barriers and enablers to the use of evidence
2. Key informant interviews

Evaluation/Topic	USAID	Evaluator	Implementing Partner
Global 1	3	1	1
Global 2	6	1	0
Bilateral 1	2	1	2
Bilateral 2	3	1	0
Evaluation use	3	0	2

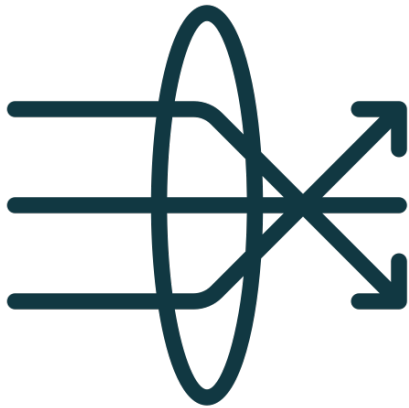
3. Thematic analysis of the interview transcripts
4. Design of promising strategies

Motivation to Use Evidence



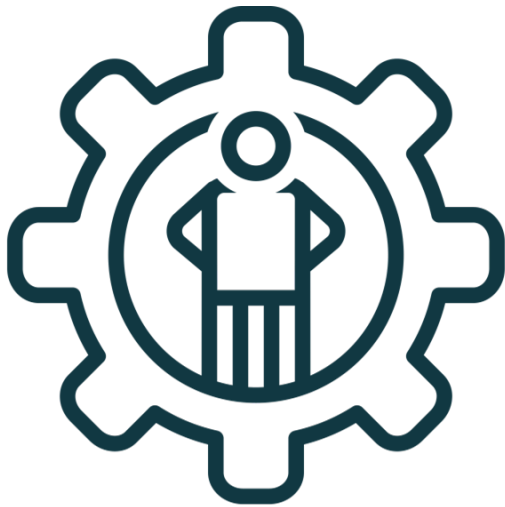
- ‘Intrinsic’ motivation to use evaluation findings exists
- But motivation can be strengthened, and the decision-making context can be changed to support use

Cognitive Biases that Impact Evidence Use



- Potential biases:
 - Confirmation bias
 - Status quo bias
- Can lead to 'cherry-picking' of evidence

Capacity to Use Evidence



- Capacity not a serious barrier at USAID
- Potential benefit of promoting the role of evaluations as learning tools

Dissemination Formats Impact Capability and Motivation to Use Evidence



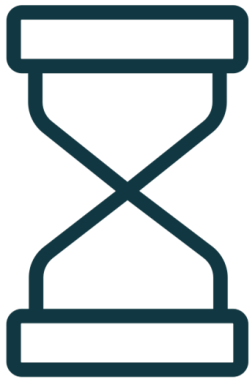
- Few tailored dissemination products for different groups
- Not enough effort into making it easier for people to absorb information
- Final reports often hard to read, overwhelming, and not easily digestible
- Negative impact on capability and motivation to use findings

Timing of Evaluations



- Findings often not shared in real time or shared too late
- Findings not useful because evaluation was not right tool to meet respondents' specific information needs

Availability of Time to Use Evidence



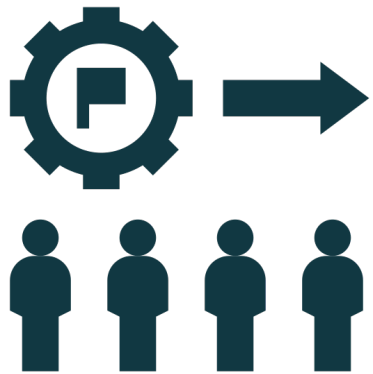
- Heavy workloads and demanding timelines
- Deprioritizing or only a partial review of available evidence

Availability and Perceptions of Quality, Relevance, and Credibility of Evidence



- Evaluation evidence not always considered to be quality, credible, or relevant
- Perceptions linked in part to perceptions of evaluators and of the choice of methods.

Organizational Culture and Norms



- Culture of evidence use
- Organizational norm of evidence use
- Culture and norm are enforced, in part, by leadership

Organizational Leadership



- Important contributor to evidence use
- Processes and expectations for leadership to promote evaluation use could benefit from expansion
- Individuals serving in a variety of roles can “champion” evidence use

Accountability and Resources for Evidence Use



- Little accountability for implementation of post-evaluation action plans
- Responsibility for promoting findings use not clear
- Staff constrained by security and procurement considerations from using social media platforms to discuss projects

Engaging Users throughout the Evaluation



- Most frequently mentioned enabler
- Need to build trust between evaluators and implementing partners
- Engagement between evaluators and USAID increased trust in evaluators and improved perceptions of the relevance and credibility of findings

A large stack of papers and folders is piled on a light blue desk. A black magnifying glass is positioned over the stack, focusing on a specific page. The background shows wooden bookshelves filled with books, creating a library or office setting. The text "Promising Strategies" is overlaid on the right side of the image.

Promising Strategies



Systematic Reminders/Prompts

Remind decision makers to access or use evidence

- Automated reminders from online evidence repositories
- Reminders sent strategically during a project's life cycle
- Prompts in activity design guidelines and templates





Targeted Dissemination and Improved Access

More effectively disseminate findings and increase access to findings

- Audience segmentation and tailored communications products
- Testing messages that increase motivation
- Multiple ways for people to access the findings





User-Friendly Online Evidence Repositories

More appealing and user-friendly evidence repositories (DEC)

- Better organization/presentation of the evidence
- Better user experience
- Nudges

Teaching and Learning Toolkit
An accessible summary of education evidence

[Watch the Toolkit explainer](#) [Read our guide to using the Toolkit](#)

Implementation cost: £ [slider] £
Evidence strength: [slider]
Impact (months): + [slider] +

Search by keyword

Toolkit Strands	Cost	Evidence	Impact
Arts participation Moderate impact for very low cost based on moderate evidence.	£ £ £ £ £		+3
Aspiration interventions Unclear impact for very low cost based on insufficient evidence.	£ £ £ £ £		-

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+3

Aspiration interventions

Unclear impact for very low cost based on insufficient evidence.



-

Behaviour interventions

Moderate impact for low cost based on limited evidence.



+4

Education Endowment Foundation's Teaching and Learning Toolkit



Designated Evidence Use Champions

Community of designated “Evidence-Use Champions” and supportive organizational environment

- Initial training – advocacy, etc.
- Networking/connecting opportunities for learning and social support
- Clear description of the role, goals, and responsibilities
- Peer recognition to help incentivize their work





Training and Accreditation

“Accreditation” on the ability to promote evidence use and present findings effectively

- Training topics:
 - Audience segmentation and tailored dissemination
 - Behavioral techniques to frame and present information
 - Data visualization
- Communications campaign promoting accreditation
- Supporting materials





Social Incentives

Structures for peer praise and recognition for the use of evaluation findings

- Employee of the Month/Quarter
- Draw out evaluation evidence use as a theme from competitions
- Build recognition into managers' performance review process





Structured Interactions between Decision Makers and Evaluators

Structured, well-designed interactions between evaluators, project implementers, and funders

- Clear process to ensure transparency and evaluator independence
- Set up professional and group identities early
- Co-develop evaluation questions and recommendations





Decision-Making Tool for Selecting the Right Learning Activity or Evidence-Generating Method

Tool for those who commission evaluations

Guide thinking about:

- Research questions
- The intended users
- Key decision-making points
- Incorporate strategies for improving decisions by reducing bias



Q&A





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