Building Capacity to Use Research Evidence (BCURE):

Data and Evidence for Smart Policy Design

Harvard University
Institute for Financial Management and Research
Center for Economic Research in Pakistan

Training Needs Assessment Survey Instruments

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February 2014

RESPONDENT INFORMATION

Form #:	**1**	**A**	**V1**
Participant #:			

1. Please indicate your gender:

☐ 1. Male	☐ 2. Female

2. What is your cadre/service group? ☐

3. What is your age? (TICK ONE ANSWER ONLY.)

☐	1. 30 or younger
☐	2. 31-40
☐	3. 41-50
☐	4. 51 or older

4. What is your highest <u>completed</u> schooling qualification? (TICK ONE ANSWER ONLY.)

☐	1. Bachelor's degree or equivalent (e.g. MBBS)
☐	2. Master's degree or equivalent
☐	3. Doctorate or equivalent
☐	4. Other

If other please specify: ☐

5. How many years have you been in service? ☐

6. How many years have you been in your current post? ☐

MODULE 1

1. Please list three recent decisions and/or recommendations you have made in your job that you feel were particularly important or influential.

1.	
2.	
3.	

2. Please briefly define the term "evidence," as in "evidence-based policymaking." ***(Please note: There is no right or wrong answer, we simply want to know what evidence means to you.)***

3. Briefly describe up to three examples when you have used evidence to inform a decision in your job, including what evidence you used and how it informed your decision.

1.	
2.	
3.	

MODULE 2

PLEASE READ CAREFULLY BEFORE ANSWERING THE QUESTIONS BELOW:

Here and in all subsequent questions, the term "research evidence" refers to findings from empirical research studies. These could include academic studies; independently performed studies commissioned by the government; research or analysis conducted by an in-house research department; research performed by donor/multilateral agencies; or other research, provided that the findings are based on rigorous analysis of quantitative and/or qualitative data.

The term "data" refers to information collected together for systematic reference or analysis. This might include information from surveys; administrative data collected by government or private organizations; publicly available data from statistical agencies, the World Bank, or other organizations; or any combination of the above.

1. Across many countries, there is a growing movement toward "evidence-based policy"—where key decisions in government are based on rigorous data and research evidence. In your view, how motivated are people in your position or similar positions within your department/service/occupational group to use data and research evidence in their work?

☐ 1. Not at all motivated	☐ 2. Not motivated	☐ 3. Somewhat motivated	☐ 4. Motivated	☐ 5. Highly motivated

2. In your current role within your department/service/occupational group, how strong is your professional incentive to use data and research evidence in your work?

☐ 1. No incentive at all	☐ 2. Weak incentive	☐ 3. Some incentive	☐ 4. Fair incentive	☐ 5. Strong incentive

3. To what extent does your department/service/occupational group as an organization value data and research evidence?

☐ 1. Not at all	☐ 2. Not very highly	☐ 3. Somewhat	☐ 4. Fairly highly	☐ 5. Very highly

4. In general, when people in your position or similar positions within your department/service/occupational group are justifying the decisions they make (to others either internally or externally), how often do they reference data and/or research evidence?

☐ 1. Never	☐ 2. Rarely	☐ 3. Sometimes
☐ 4. Often	☐ 5. Always	☐ 6. Not applicable

5. Does your department have any systems or processes in place that require research evidence to be considered in decision-making?

☐ 1. Yes	☐ 2. No

If yes, please describe them briefly:

6. Does your department commission research studies?

☐ 1. Yes	☐ 2. No

If no, why not?

7. Does your department use any systems for collecting program or policy-relevant data and/or tracking key performance indicators (such as surveys or a Management Information System)?

☐ 1. Yes	☐ 2. No

If yes, please describe them briefly:

8. Please rate the following barriers to the use of data and research evidence in terms of the degree to which they affect data and research use within your department/service/ occupational group:

	(1) Not at all a barrier	(2) Minor barrier	(3) Somewhat a barrier	(4) A barrier	(5) Major barrier
a. Difficulty of locating or accessing research findings or data sources.	1	2	3	4	5
b. Existing research studies are not relevant/useful.	1	2	3	4	5
c. Existing data are not in a usable format (e.g. only paper records, no digital data).	1	2	3	4	5
d. Lack of technical training in how to evaluate and apply research findings.	1	2	3	4	5
e. Lack of technical training in data analysis.	1	2	3	4	5
f. Lack of organizational resources to produce data or to conduct research.	1	2	3	4	5
g. The speed/frequency at which decisions must be made leaves little time to consult data or research.	1	2	3	4	5
h. Lack of interest in data or research at the individual level.	1	2	3	4	5
i. Lack of interest in data or research at the level of the department/service/occupational group.	1	2	3	4	5
j. Concern that data or research will create a negative impression of performance externally.	1	2	3	4	5
k. Other	1	2	3	4	5

If "Other," please describe:

9. How often do you access data from the following sources? (Choose "never" if you do not have access to these sources of data or do not use them.)

	(1) Never	(2) Rarely	(3) Once a month	(4) Weekly	(5) Daily
a. My department's internal data or information systems	1	2	3	4	5
b. Administrative data on government programs	1	2	3	4	5
c. Datasets from the national statistics agency/bureau (e.g. household or firm surveys/censuses)	1	2	3	4	5
d. Custom surveys or data collection	1	2	3	4	5
e. Academic data repositories	1	2	3	4	5
f. Open source datasets (e.g. the World Bank's World Development Indicators)	1	2	3	4	5
g. Other	1	2	3	4	5

If "Other," please describe:

10. How often do you use the following tools to analyze data? (Choose "never" if you do not have access to these sources of data or do not use them.)

	(1) Never	(2) Rarely	(3) Once a month	(4) Weekly	(5) Daily
a. Microsoft Excel or other spreadsheet software	1	2	3	4	5
b. SPSS/STATA/R or other statistical analysis software	1	2	3	4	5
c. My organization's Management Information System or other customized tool	1	2	3	4	5
d. Someone within my department who I can delegate data analysis to	1	2	3	4	5
e. Other	1	2	3	4	5

If "Other," please describe:

11. How often do you access research evidence from the following sources? (Choose "never" if you do not have access to these sources of data or do not use them.)

	(1) Never	(2) Rarely	(3) Once a month	(4) Weekly	(5) Daily
a. Internal research carried out or commissioned by my department	1	2	3	4	5
b. Academic journals	1	2	3	4	5
c. Research syntheses/systematic reviews	1	2	3	4	5
d. Third-party intermediaries (think tanks, advocacy groups, donor organizations, etc.)	1	2	3	4	5
e. Websites	1	2	3	4	5
f. Personal contacts with researchers	1	2	3	4	5
g. Conferences	1	2	3	4	5
h. Other	1	2	3	4	5

If "Other," please describe:

12. Increasingly, governments are evaluating new programs using "randomized controlled trials" (RCTs). Similar to the clinical trials used to test new drugs, this method involves implementing a new policy or program on an experimental basis within a randomly selected "treatment" group and comparing outcomes in this group to a randomly selected "control" group that does not receive the policy or program. This method provides an unbiased estimate of the true impact of a policy or program.

Please indicate how strongly you agree or disagree with the following statements:

	(1) Strongly disagree	(2) Disagree	(3) Neither agree nor disagree	(4) Agree	(5) Strongly agree
a. My department lacks personnel with adequate training to run an RCT.	1	2	3	4	5
b. My department lacks the information and data collection systems to allow us to measure policy or program outcomes.	1	2	3	4	5
c. It is not clear that an RCT will create useful information.	1	2	3	4	5
d. An RCT will delay programs unnecessarily.	1	2	3	4	5
e. My department has a strong grasp of what works.	1	2	3	4	5
f. We do not need an RCT to determine what works					
g. We do not have a budget for running RCTs.	1	2	3	4	5
h. An RCT can show convincingly that a program does not work. For political reasons, my department cannot risk showing that programs are ineffective.	1	2	3	4	5
i. For political reasons, my department cannot participate in a study that randomly excludes certain constituents from receiving a program or benefit.	1	2	3	4	5
j. Producing evidence through an RCT on policy effectiveness is not part of the mandate of my organization.	1	2	3	4	5
k. Other	1	2	3	4	5

If "Other," please describe:

MODULE 3

Harvard University and the Center for Economic Research in Pakistan are developing a set of training modules that will be used in courses like this one to strengthen policymakers' ability to access, appraise, and use data and research evidence in decision-making. Your input on the content and delivery of this training material would be greatly valued. Based on your own experience, as well as your interest in future training, please answer the following questions.

1. Please rate from one to five how useful you would find training on the following topics, then check the box next to the three topics that you consider to be the highest priority for this training program:

Top priority		(1) Not at all useful	(2) Not very useful	(3) Somewhat useful	(4) Useful	(5) Very useful	(6) Not familiar with topic
☐	a. Decision-making tools and frameworks for public policy	1	2	3	4	5	6
☐	b. Cost-effectiveness and cost-benefit analysis	1	2	3	4	5	6
☐	c. Conducting high-quality surveys	1	2	3	4	5	6
☐	d. Assessing the quality and reliability of data	1	2	3	4	5	6
☐	e. Identifying sources of research evidence	1	2	3	4	5	6
☐	f. Assessing the quality of research methodologies	1	2	3	4	5	6
☐	g. Performing basic data analysis using statistical software	1	2	3	4	5	6
☐	h. Basic statistical concepts (for example hypothesis testing, confidence intervals, statistical significance, etc.)	1	2	3	4	5	6
☐	i. Regression analysis	1	2	3	4	5	6
☐	j. Using data and research evidence to understand policy needs and problems	1	2	3	4	5	6
☐	k. Using data and research evidence to generate policy alternatives and assess options	1	2	3	4	5	6
☐	l. Using data to monitor and improve program and policy performance	1	2	3	4	5	6
☐	m. Evaluating the impact of a policy or program	1	2	3	4	5	6
☐	n. Designing a randomized controlled trial	1	2	3	4	5	6
☐	o. Other	1	2	3	4	5	6

If "Other," please describe:

2. Based on your experience, how useful would you find the following teaching formats and methods?

	(1) Not at all useful	(2) Not very useful	(3) Somewhat useful	(4) Useful	(5) Very useful	(6) Not familiar with method
a. Written manuals/texts	1	2	3	4	5	6
b. Video lectures	1	2	3	4	5	6
c. Interactive software programs	1	2	3	4	5	6
d. In-person lectures	1	2	3	4	5	6
e. Class discussions	1	2	3	4	5	6
f. Small group discussions	1	2	3	4	5	6
g. Group assignments	1	2	3	4	5	6
h. Individual assignments	1	2	3	4	5	6
i. Simulations	1	2	3	4	5	6
j. Case studies	1	2	3	4	5	6
k. Other	1	2	3	4	5	6

If "Other," please describe:

3. Do you have internet access at your home?

☐ 1. Yes	☐ 2. No

4. In your home, can you watch videos over the internet?

☐ 1. Yes	☐ 2. No

5. How often do you use the internet for your job?

☐ 1. Never	☐ 2. Rarely	☐ 3. Sometimes	☐ 4. Often	☐ 5. Daily

6. Have you ever participated in an online course?

☐ 1. Yes	☐ 2. No

7. Please provide any other input you think would be useful in designing this training:

MODULE 4

PLEASE NOTE: *The goal of this section is to develop a sense of your background on various concepts to inform the training program that is being developed by Harvard University in partnership with the Center for Economic Research in Pakistan. Please try to answer these questions as best as you can, but do not worry if you do not know or are unsure about your answers.*

1. Please consider the following scenario and answer the questions below.

Scientists have invented a new hybrid variety of wheat that they believe is flood-resistant. However, we know that new crop varieties sometimes have unpredictable impacts on yields when they are first introduced on actual farms (as opposed to laboratory models or "experimental" farms). As a result, it is necessary to evaluate the new variety's effect on yields when it is actually used by real-world farmers.

In Punjab, the new variety of wheat was adopted by a number of farmers. Agricultural extension officers monitored the subsequent change in yields over two harvests. They also tracked the yields of farmers who did not use the new variety over the same time period. For each group, the numbers of farmers whose yields increased and decreased are recorded in the table below (no farmers had yields that stayed exactly the same).

	Yields increased	Yields decreased
Farmers who did use the new variety	223	75
Farmers who did not use the new variety	107	21

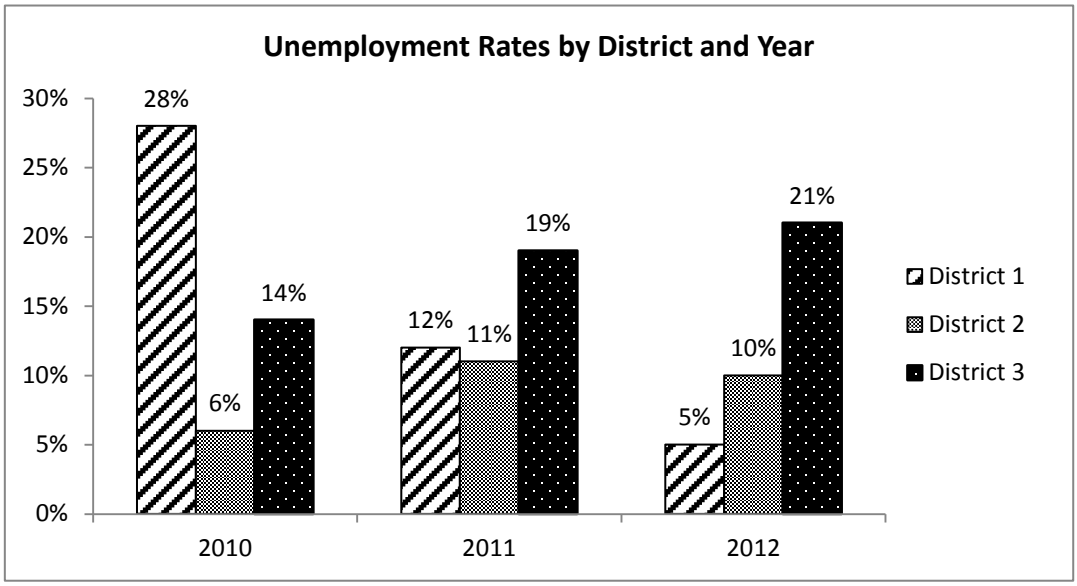
1.1. Which result does the information in the table support?

☐ 1. Farmers who used the new variety were **more likely** to have their yields increase compared to farmers who did not use the new variety.	☐ 2. Farmers who used the new variety were **less likely** to have their yields increase compared to farmers who did not use the new variety.

1.2. Justify your answer in one short paragraph.

1.3. Imagine you were using the results of this study to assess whether introducing the new variety of wheat across the entire region would have a positive or negative impact on yields. Would it be important to know how farmers in the study were selected to try out the new variety? Why or why not?

2. Please consider the following chart, which displays unemployment data for three urban districts, and answer the questions below.



2.1. Which district had the largest number of unemployed people in 2010?

☐ 1. District 1	☐ 2. District 2
☐ 3. District 3	☐ 4. The chart does not provide enough information to answer this question.

2.2. Which year had the lowest variation in unemployment rates across the three districts?

☐ 1. 2010	☐ 2. 2011
☐ 3. 2012	☐ 4. The chart does not provide enough information to answer this question.

2.3. If you could collect two additional pieces of evidence before making a policy decision aimed at reducing unemployment , what pieces of evidence would you collect?

1.	
2.	

3. The Department of Health is conducting a study on the prevalence of iron deficiency among working-age adults in several rural districts. Because it would be too expensive and logistically difficult to screen all adults for iron deficiency, a random sample of between 100 and 300 adults was selected from census data in each district. Health workers visited the households of these individuals and requested blood samples in order to test for iron deficiency. The data collected are summarized in the table below.

	Number of adults tested	**Proportion of adults with iron deficiency (95% confidence intervals in parentheses)**
Lake District	250	0.38 (0.32-0.44)
Mountain District	144	0.41 (0.33-0.49)
Coastal District	270	0.23 (0.18-0.28)

3.1. The Department is planning to roll out a new iron supplementation program. However, it only has enough resources to cover one district, and the Director wants to target the program to the district with the highest rate of iron deficiency. Based on the estimates presented in the table above, can you determine which district has the highest rate?

☐ 1. Yes, the Lake District should be targeted; it has the highest rate of iron deficiency.	☐ 2. Yes, the Mountain District should be targeted; it has the highest rate of iron deficiency.
☐ 3. Yes, the Coastal District should be targeted; it has the highest rate of iron deficiency.	☐ 4. No, the data do not allow us to say confidently which district has the highest rate of iron deficiency.

If you answered 4, please explain briefly:

3.2. Based on the estimates presented in the table, can you determine which district has the lowest rate of iron deficiency?

☐ 1. Yes, the Lake District has the lowest rate of iron deficiency.	☐ 2. Yes, the Mountain District has the lowest rate of iron deficiency.
☐ 3. Yes, the Coastal District has the lowest rate of iron deficiency.	☐ 4. No, the data do not allow us to say confidently which district has the lowest rate of iron deficiency.

If you answered 4, please explain briefly:

Thank you very much for your participation in this survey! Your input is appreciated.

MCMC 18 – Lahore, Islamabad, Karachi

October 2014

Preamble to the 3rd Harvard-CERP Exercise for *Building Capacity to Use Research Evidence* Program

Dear Members of the 18th Mid Career Management Course,

We are grateful for your participation in the Harvard-CERP policy simulations for *Building Capacity to Use Research Evidence* Program. In the last two policy simulations, you provided us with your valuable input about your preferences over different types of policies on two issues:

1. ***Education Policy***: Education Vouchers vs. Monitoring and Incentives for Teachers
2. ***Civil Service Appointment Policy***: Appointment of *Generalists* having broad range of experiences vs. *Specialists* with a specialized experience and expertise.

This input was helpful in informing us how preferences are informed with the level of information presented, as well as your understanding of the policy issue.

The BCURE Training Design team is also interested in understanding which personality and cognitive profiles are associated with different preferences over policy. In order to acquire this understanding, BCURE Team today will be collecting information about your personalities. The latest research shows that personality traits and cognitive profiles affects how people make decisions. We want to understand which personality and cognitive profiles are associated with different preferences over policy ***There is no right or wrong personality or preference over policy***. This will be of tremendous help for the BCURE team as they will get valuable insights that will allow them to understand your needs better to inform current and future trainings that will be implemented by NSPP through NIM campuses across Pakistan.. To reiterate, we would like to emphasize that there is no right or wrong answer and your participation will be instrumental in designing the trainings.

In one of the upcoming simulation rounds, members of the BCURE Design Team will be presenting the detailed results of this exercise to you, giving an overview of the how different personality traits can be attributed to the decisions taken.

We would welcome your feedback and suggestions. The contact information is given below:

1. Arqam Lodhi, BCURE Country Manager, CERP: arqam.lodhi@cerp.org.pk
2. Emily Myers, BCURE Senior Research Manager, Harvard University: Emily_Myers@hks.harvard.edu
3. Mah Afroze Chughtai, BCURE Research Associate, CERP: Mah.afroze@cerp.org.pk

INRTODUCTION

Thank you for participating in the Harvard-CERP exercise for *Building Capacity to Use Research Evidence* Program. Before we start off we would like to ask you a few questions about yourself.

Please encircle the correct answer.

1. **Service:**

Audit	Federal	Info Group	PAS	Railways
Commerce	Foreign	MLCG	Police	Other
Customs	IRS	OMG	Postal	

2. **Age:**

34 or younger	38	42	46	50
35	39	43	47	51
36	40	44	48	52
37	41	45	49	53 or older

3. **Education:**

Bachelor's degree or equivalent	Master's degree or equivalent	Doctorate or equivalent

4. **Subject:**

Pure Sciences	Arts and Humanities	Medicine
Social Sciences	Business Studies	Engineering

5. **Domicile:**

Balochistan	Punjab	Islamabad
FATA	Sindh	Gilgit-Baltistan
KPK	AJK	

MODULE 1

1. Please describe a recent decision and/or recommendation you have made in your job that you feel was particularly important or influential, and indicate what types of information you used to inform your decision.

2. Please briefly define the term "evidence," as in "evidence-based policymaking." ***(Please note: There is no right or wrong answer, we simply want to know what evidence means to you.)***

MODULE 2

PLEASE READ CAREFULLY BEFORE ANSWERING THE QUESTIONS BELOW:

Here and in all subsequent questions, the term "research findings" refers to findings from empirical research studies. These could include academic studies; independently performed studies commissioned by the government; research or analysis conducted by an in-house research department; research performed by donor/multilateral agencies; or other research, provided that the findings are based on rigorous analysis of quantitative and/or qualitative data.

The term "data" refers to information collected together for systematic reference or analysis. This might include information from surveys; administrative data collected by government or private organizations; publicly available data from statistical agencies, the World Bank, or other organizations; or any combination of the above.

1. Across many countries, there is a growing movement toward "evidence-based policy"—where key decisions in government are based on rigorous data and research evidence. In your view, how motivated are people in your position or similar positions within your department to use data and research evidence in their professional decision-making?

☐ 1. Not at all motivated	☐ 2. Not very motivated	☐ 3. Somewhat motivated	☐ 4. Highly motivated	☐ 5. Very highly motivated

2. In your current role within your department, how strong is your professional incentive to use data and research findings in your work?

☐ 1. No incentive at all	☐ 2. Weak incentive	☐ 3. Some incentive	☐ 4. Strong incentive	☐ 5. Very strong incentive

3. Please rate the following barriers to the use of data and research findings in terms of the degree to which they affect data and research use within your department:

	(1) Not at all a barrier	(2) Minor barrier	(3) Moderate barrier	(4) Significant barrier	(5) Very significant barrier
a. Difficulty of locating or accessing research findings or data sources.	1	2	3	4	5
b. Existing research studies are not relevant/useful.	1	2	3	4	5
c. Existing data are not in a usable format (e.g. only paper records, no digital data).	1	2	3	4	5
d. Lack of technical training in how to evaluate and apply research findings.	1	2	3	4	5
e. Lack of technical training in data analysis.	1	2	3	4	5
f. Lack of organizational resources to produce data or to conduct research.	1	2	3	4	5
g. The speed/frequency at which decisions must be made leaves little time to consult data or research.	1	2	3	4	5
h. Lack of interest in data or research at the individual level.	1	2	3	4	5
i. Lack of professional incentives for using data or research.	1	2	3	4	5
j. Lack of interest in data or research at the level of the department.	1	2	3	4	5
k. Concern that data or research will create a negative impression of performance externally.	1	2	3	4	5
l. Other	1	2	3	4	5

If "Other," please describe:

MODULE 3

1. Please consider the following scenario and answer the questions below.

Scientists have invented a new hybrid variety of wheat that they believe is flood-resistant. However, we know that new crop varieties sometimes have unpredictable impacts on yields when they are first introduced on actual farms (as opposed to laboratory models or "experimental" farms). As a result, it is necessary to evaluate the new variety's effect on yields when it is actually used by real-world farmers.

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1.1. Which result does the information in the table support?

☐ 1. Farmers who used the new variety were **more likely** to have their yields increase compared to farmers who did not use the new variety.	☐ 2. Farmers who used the new variety were **less likely** to have their yields increase compared to farmers who did not use the new variety.

1.2. Justify your answer in one short paragraph.

MODULE 4

Please Describe Yourself

Please assess the following statements thinking of yourself as you generally are now. Describe yourself as you honestly see yourself, in relation to other people you know of the same gender as you are, and roughly your same age so that you can describe yourself in a candid manner. Your responses will be kept in absolute confidence. The test has no concept of right or wrong, nor do you have to be an expert to solve it. Answer every question and ensure that for every response, you have selected the right option.

Instructions for filling out the questionnaire:

- Read every statement carefully and encircle the response you agree with.
    1. If you completely disagree with the statement, select (1).
    2. If you mostly disagree with the statement, select (2).
    3. If you are indifferent to the statement, select (3).
    4. If you mostly agree with the statement, select (4).
    5. If you completely agree with the statement, select (5).

		(1) Completely Disagree	**(2) Mostly Disagree**	**(3) Neither Agree Nor Disagree**	**(4) Mostly Agree**	**(5) Completely Agree**
1)	I am not depressed	1	2	3	4	5
2)	I like to be amongst lots of people	1	2	3	4	5
3)	I don't like to waste time day-dreaming	1	2	3	4	5
4)	I try to be polite to everyone I meet	1	2	3	4	5
5)	I keep all my things clean and tidy	1	2	3	4	5
6)	I often feel inferior to other people	1	2	3	4	5
7)	I laugh easily	1	2	3	4	5
8)	When I find out the right way to do something, I stick with it	1	2	3	4	5
9)	I often get into quarrels with my family members and coworkers	1	2	3	4	5
10)	I pace my work such that I am able to complete everything on time	1	2	3	4	5
11)	Sometimes when I am under intense psychological pressure, I feel as if I am about to fall to pieces	1	2	3	4	5
12)	I don't consider myself to be a jolly person	1	2	3	4	5
13)	Art and wonders of nature fascinate me	1	2	3	4	5
14)	Some people think that I am selfish and egoistic	1	2	3	4	5
15)	I am not a very organized person	1	2	3	4	5
16)	I rarely feel lonely or sad	1	2	3	4	5
17)	I really enjoy talking to people	1	2	3	4	5

18)	I think that listening to controversial speakers can confuse students and lead them astray	1	2	3	4	5
19)	I prefer cooperation over conflict	1	2	3	4	5
20)	I try to complete all tasks entrusted to me according to my conscience	1	2	3	4	5
21)	I often feel mentally stressed and anxious	1	2	3	4	5
22)	I often long for thrilling situations	1	2	3	4	5
23)	Poetry has very little or no influence on me	1	2	3	4	5
24)	I am mistrustful and skeptical about the intentions of others	1	2	3	4	5
25)	My objectives are very clear and I work to achieve them in a very organized way	1	2	3	4	5
26)	Sometimes I feel completely worthless	1	2	3	4	5
27)	I usually prefer to work alone	1	2	3	4	5
28)	I often try new and exotic dishes	1	2	3	4	5
29)	I believe that if you give them the chance, people will always exploit you	1	2	3	4	5
30)	I waste a lot of time before starting to work	1	2	3	4	5
31)	I rarely feel scared or depressed	1	2	3	4	5
32)	I often feel full of energy	1	2	3	4	5
33)	I don’t pay much attention to the moods and feelings evoked my surroundings and circumstances	1	2	3	4	5
34)	People who know me usually like me	1	2	3	4	5
35)	I work very hard to achieve my goals	1	2	3	4	5
36)	I often get frustrated by the way people treat me	1	2	3	4	5
37)	I am a jolly and optimistic person	1	2	3	4	5
38)	I believe that we should consult religious leaders for making decisions involving moral Affairs	1	2	3	4	5

39)	Some people think I am cold-hearted and selfish	1	2	3	4	5
40)	When I start something, I don't rest until I finish it	1	2	3	4	5
41)	Often when things start taking a turn for the worse, I give up and abandon my work	1	2	3	4	5
42)	I am not a jolly and optimistic person	1	2	3	4	5
43)	Sometimes while studying poetry or looking at masterpieces of art, I feel chills of thrill and excitement	1	2	3	4	5
44)	I am strict and stubborn in my attitude	1	2	3	4	5
45)	Sometimes I am not as trustworthy as I ought to be	1	2	3	4	5
46)	I am rarely sad or depressed	1	2	3	4	5
47)	Fast pace is a highlight of my life	1	2	3	4	5
48)	I have little interest in pondering over the working of the universe or the human condition	1	2	3	4	5
49)	I usually try to be concerned and care about others	1	2	3	4	5
50)	I am useful person and always do my work	1	2	3	4	5
51)	I often feel helpless and wish someone else would resolve my problems	1	2	3	4	5
52)	I am a very active person	1	2	3	4	5
53)	I have a lot of intellectual curiosity in me	1	2	3	4	5
54)	If I don't like someone I let him/her know about it	1	2	3	4	5
55)	I feel that I can never keep myself organized	1	2	3	4	5
56)	Sometimes I want to hide myself due to shame	1	2	3	4	5
57)	I would prefer to live on my own terms as opposed to being a leader for others	1	2	3	4	5
58)	I often enjoy abstract ideas and theories	1	2	3	4	5
59)	If need be, I am ready to use people to get my own work done	1	2	3	4	5
60)	I try to do everything perfectly	1	2	3	4	5
61)	I believe that honesty is the basis for trust	1	2	3	4	5

62)	I can be trusted to keep my promises	1	2	3	4	5
63)	I am true to my own values	1	2	3	4	5
64)	I lie to get myself out of trouble	1	2	3	4	5
65)	I am hard to understand	1	2	3	4	5
66)	I feel like an imposter	1	2	3	4	5
67)	I like to exaggerate my troubles	1	2	3	4	5
68)	I take charge	1	2	3	4	5
69)	I express myself easily	1	2	3	4	5
70)	I try to lead others	1	2	3	4	5
71)	I think highly of myself	1	2	3	4	5
72)	I take the initiative	1	2	3	4	5
73)	I wait for others to lead the way	1	2	3	4	5
74)	I am easily intimidated	1	2	3	4	5
75)	I have a low opinion of myself	1	2	3	4	5
76)	I am easily discouraged	1	2	3	4	5
77)	I find it difficult to approach others	1	2	3	4	5
78)	Politics is a bad word	1	2	3	4	5
79)	I respect elected officials who can convert good ideas to laws	1	2	3	4	5
80)	The attitude of an elected official is just as important as his/her competency	1	2	3	4	5
81)	I am indifferent to political give and take based on the concept of losing something to gain something	1	2	3	4	5
82)	I don't care much for politicians	1	2	3	4	5
83)	People do talk about the welfare of the general public but in reality they are only interested in their personal gains	1	2	3	4	5
84)	It is very difficult for me to take a lot of interest in the events that take place in my community	1	2	3	4	5
85)	I work selflessly for my community	1	2	3	4	5
86)	Meaningful public service is really important to me	1	2	3	4	5
87)	I would prefer that elected officials work for the welfare of the community even if it goes against my self interests	1	2	3	4	5

88)	For a government employee, loyalty to the public should take precedence over loyalty to his/her officers	1	2	3	4	5
89)	I consider serving the public my social responsibility	1	2	3	4	5
90)	I believe that there are a lot of public issues that need to be addressed	1	2	3	4	5
91)	I don't believe that the government can do anything to make the society more just	1	2	3	4	5
92)	If any group is excluded from social welfare, we will stay in bad times	1	2	3	4	5
93)	I am ready to spend every ounce of my energy to make this world a more just place	1	2	3	4	5
94)	I am not afraid of raising my voice for the rights of others even if I am mocked for it	1	2	3	4	5
95)	When government employees take their oaths, I believe that they are ready to take on responsibilities not expected from common citizens	1	2	3	4	5
96)	I can go to any lengths to fulfill my civic responsibilities	1	2	3	4	5
97)	Government service is the highest level of citizenship	1	2	3	4	5
98)	I believe that no matter how busy a person is, it is his/her ethical responsibility to do his/her part in dealing with social issues	1	2	3	4	5
99)	It is my responsibility to take care of the poor	1	2	3	4	5
100)	The words 'work', 'honor' and 'country' evoke strong emotions in the bottom of my heart	1	2	3	4	5
101)	It is my responsibility to solve the issues arising from mutual dependence of people	1	2	3	4	5
102)	I am rarely moved by the plight of underprivileged people	1	2	3	4	5

103)	A lot of social programs are very important and cannot be lived without	1	2	3	4	5
104)	Whenever I see people in need, It becomes difficult for me to control my emotions	1	2	3	4	5
105)	For me, working for the welfare of others is an expression of patriotism	1	2	3	4	5
106)	I rarely think about the welfare of people I don't know personally	1	2	3	4	5
107)	Day to day incidents make me appreciate time and again how much we depend on each other	1	2	3	4	5
108)	I don't feel any sympathy for people who don't even bother to take the first step to fulfill their needs	1	2	3	4	5
109)	There are only a few public programs that have my full support	1	2	3	4	5
110)	For me, bringing a change in the society is more significant than personal success	1	2	3	4	5
111)	I give obligations precedence over personal tasks	1	2	3	4	5
112)	I consider being financially strong to be more important than doing good things	1	2	3	4	5
113)	Most of the causes I work for are more important than my personal benefit	1	2	3	4	5
114)	Serving the public is a source of satisfaction for me even if I don't get anything in return	1	2	3	4	5
115)	I believe that people should give more to the society than what they take from it	1	2	3	4	5
116)	I am one of the few people who are willing to help people even if it leads to personal losses	1	2	3	4	5
117)	I am prepared for any sacrifice for the welfare of the society	1	2	3	4	5
118)	I believe that honesty is the	1	2	3	4	5

	basis for trust					
119)	I can be trusted to keep my promises	1	2	3	4	5
120)	I am true to my own values	1	2	3	4	5
121)	I lie to get myself out of trouble	1	2	3	4	5
122)	I am hard to understand	1	2	3	4	5
123)	I feel like an imposter	1	2	3	4	5
124)	I like to exaggerate my troubles	1	2	3	4	5
125)	I take charge	1	2	3	4	5
126)	I express myself easily	1	2	3	4	5
127)	I try to lead others	1	2	3	4	5
128)	I think highly of myself	1	2	3	4	5
129)	I take the initiative	1	2	3	4	5
130)	I wait for others to lead the way	1	2	3	4	5
131)	I am easily intimidated	1	2	3	4	5
132)	I have a low opinion of myself	1	2	3	4	5
133)	I am easily discouraged	1	2	3	4	5
134)	I find it difficult to approach others	1	2	3	4	5

MODULE 5

Please Describe Your Beliefs

Your answers to the following will be kept in strict confidence. Please assess the following statements thinking of yourself as you generally are now. Describe yourself as you honestly see yourself, in relation to other people you know of the same gender as you are, and roughly your same age so that you can describe yourself in a candid manner. Your responses will be kept in absolute confidence. The test has no concept of right or wrong, nor do you have to be an expert to solve it. Answer every question and ensure that for every response, you have encircled the right option. During the test, if you encircle the wrong option by mistake or if you change your mind after encircling a response, do not erase it. Instead, mark the wrong response with a cross and encircle your correct one.

Instructions for filling out the questionnaire:

- Read every statement carefully and encircle the response you agree with.
  1. If you completely disagree with the statement, encircle (1).
  2. If you mostly disagree with the statement, encircle (2).
  3. If you are indifferent to the statement, encircle (3).
  4. If you mostly agree with the statement, encircle (4).
  5. If you completely agree with the statement, encircle (5).

		(1) Completely Disagree	(2) Mostly Disagree	(3) Neither Agree Nor Disagree	(4) Mostly Agree	(5) Completely Agree
1)	Politics is a bad word	1	2	3	4	5
2)	I respect elected officials who can convert good ideas to laws	1	2	3	4	5
3)	The attitude of an elected official is just as important as his/her competency	1	2	3	4	5
4)	I am indifferent to political give and take based on the concept of losing something to gain something	1	2	3	4	5
5)	I don't care much for politicians	1	2	3	4	5
6)	People do talk about the welfare of the general public but in reality they are only interested in their personal gains	1	2	3	4	5
7)	It is very difficult for me to take a lot of interest in the events that take place in my community	1	2	3	4	5
8)	I work selflessly for my community	1	2	3	4	5
9)	Meaningful public service is really important to me	1	2	3	4	5
10)	I would prefer that elected officials work for the welfare of the community even if it goes against my self interests	1	2	3	4	5
11)	For a government employee, loyalty to the public should take precedence over loyalty to his/her officers	1	2	3	4	5
12)	I consider serving the public my social responsibility	1	2	3	4	5
13)	I believe that there are a lot of public issues that need to be addressed	1	2	3	4	5
14)	I don't believe that the government can do anything to make the society more just	1	2	3	4	5
15)	If any group is excluded from social welfare, we will stay in	1	2	3	4	5

	bad times					
16)	I am ready to spend every ounce of my energy to make this world a more just place	1	2	3	4	5
17)	I am not afraid of raising my voice for the rights of others even if I am mocked for it	1	2	3	4	5
18)	When government employees take their oaths, I believe that they are ready to take on responsibilities not expected from common citizens	1	2	3	4	5
19)	I can go to any lengths to fulfill my civic responsibilities	1	2	3	4	5
20)	Government service is the highest level of citizenship	1	2	3	4	5
21)	I believe that no matter how busy a person is, it is his/her ethical responsibility to do his/her part in dealing with social issues	1	2	3	4	5
22)	It is my responsibility to take care of the poor	1	2	3	4	5
23)	The words ‘work’, ‘honor’ and ‘country’ evoke strong emotions in the bottom of my heart	1	2	3	4	5
24)	It is my responsibility to solve the issues arising from mutual dependence of people	1	2	3	4	5
25)	I am rarely moved by the plight of underprivileged people	1	2	3	4	5
26)	A lot of social programs are very important and cannot be lived without	1	2	3	4	5
27)	Whenever I see people in need, It becomes difficult for me to control my emotions	1	2	3	4	5
28)	For me, working for the welfare of others is an expression of patriotism	1	2	3	4	5
29)	I rarely think about the welfare of people I don’t know personally	1	2	3	4	5
30)	Day to day incidents make me appreciate time and again how much we depend on each other	1	2	3	4	5
31)	I don’t feel any sympathy for people who don’t even bother to take the first step to fulfill their needs	1	2	3	4	5

32)	There are only a few public programs that have my full support	1	2	3	4	5
33)	For me, bringing a change in the society is more significant than personal success	1	2	3	4	5
34)	I give obligations precedence over personal tasks	1	2	3	4	5
35)	I consider being financially strong to be more important than doing good things	1	2	3	4	5
36)	Most of the causes I work for are more important than my personal benefit	1	2	3	4	5
37)	Serving the public is a source of satisfaction for me even if I don't get anything in return	1	2	3	4	5
38)	I believe that people should give more to the society than what they take from it	1	2	3	4	5
39)	I am one of the few people who are willing to help people even if it leads to personal losses	1	2	3	4	5
40)	I am prepared for any sacrifice for the welfare of the society	1	2	3	4	5
41)	I believe that honesty is the basis for trust	1	2	3	4	5
42)	I can be trusted to keep my promises	1	2	3	4	5
43)	I am true to my own values	1	2	3	4	5
44)	I lie to get myself out of trouble	1	2	3	4	5
45)	I am hard to understand	1	2	3	4	5
46)	I feel like an imposter	1	2	3	4	5
47)	I like to exaggerate my troubles	1	2	3	4	5
48)	I take charge	1	2	3	4	5
49)	I express myself easily	1	2	3	4	5
50)	I try to lead others	1	2	3	4	5
51)	I think highly of myself	1	2	3	4	5
52)	I take the initiative	1	2	3	4	5
53)	I wait for others to lead the way	1	2	3	4	5
54)	I am easily intimidated	1	2	3	4	5
55)	I have a low opinion of myself	1	2	3	4	5
56)	I am easily discouraged	1	2	3	4	5
57)	I find it difficult to approach others	1	2	3	4	5

Phase IV – Mussoorie

June – July 2014

CONSENT

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

The questionnaire will take approximately 20 minutes to complete. We greatly appreciate your time and effort.

Please review the information below and check the button to confirm your consent. Click on the red button below to continue to the questionnaire.

Study Title: Understanding Policymakers' Decision Constraints
Researcher: Rohini Pande, Harvard; Michael Callen, UCLA; Adnan Khan, International Growth Centre, Asim Khwaja, Harvard
Version Date: 25 April 2014

Your participation in this survey is voluntary. The purpose of the research is to get a better understanding of the training needs and preferences for Phase IV officers at LBSNAA. The information gathered from the survey will directly inform training materials being developed by Harvard University and LBSNAA for use in Phase IV training courses.

○ I consent to participate in the survey.

DECISION CONTEXT

DECISION MAKING CONTEXT

PLEASE NOTE: *We want to understand what kind of decisions you make in your professional role, and the sources of information you require to inform these decisions.*

Please describe up to two recent decisions and/or recommendations you have made in your job that you feel were particularly important or influential, and indicate what types of information you used to inform your decisions.

Decision/recommendation 1:

Decision/recommendation 2:

Please briefly define the term "evidence," as in "evidence-based policy making." ***(Please note: There is no right or wrong answer, we simply want to know what evidence means to you.)***

EVIDENCE USE INTRO

USING DATA AND RESEARCH

PLEASE READ CAREFULLY BEFORE ANSWERING THE QUESTIONS THAT FOLLOW.

*Here and in all subsequent questions, the term **"research findings"** refers to findings from empirical research studies. These could include academic studies; independently performed studies commissioned by the government; research or analysis conducted by an in-house research department; research performed by donor/multilateral agencies; or other research, provided that the findings are based on rigorous analysis of quantitative and/or qualitative data.*

*The term **"data"** refers to information collected together for systematic reference or analysis. This might include information from surveys; administrative data collected by government or private organizations; publicly available data from statistical agencies, the World Bank, or other organizations; or any combination of the above.*

EVIDENCE USE - MONITORING QUESTIONS

Across many countries, there is a growing movement toward "evidence-based policy"—where key decisions in government are based on rigorous data and research findings. In your view, how motivated are people in your position or similar positions within your department to use data and research findings in their professional decision-making?

Not at all motivated	Not very motivated	Somewhat motivated	Highly motivated	Very highly motivated
○	○	○	○	○

In your current role within your department, how strong is your professional incentive to use data and research findings in your work?

No incentive at all	Weak incentive	Some incentive	Strong incentive	Very strong incentive
○	○	○	○	○

To what extent does your department as an organization value data and research findings?

Not at all	Not very much	Somewhat	Highly	Very highly
○	○	○	○	○

In general, when people in your position or similar positions within your department are justifying the decisions they make (to others either internally or externally), how often do they reference data and/or research findings?

Never	Rarely	Sometimes	Most of the time	Always	Not applicable
○	○	○	○	○	○

EVIDENCE USE - BARRIERS

Please rate the following barriers to the use of data and research findings in terms of the degree to which they affect data and research use within your department:

	Not at all a barrier	Minor barrier	Moderate barrier	Significant barrier	Very significant barrier
Difficulty of locating or accessing research findings or data sources.	○	○	○	○	○
Existing research studies are not relevant/useful.	○	○	○	○	○
Existing data are not in a usable format (e.g. only paper records, no digital data).	○	○	○	○	○
Lack of technical training in how to evaluate and apply research findings.	○	○	○	○	○
Lack of technical training in data analysis.	○	○	○	○	○
Lack of organizational resources to produce data or to conduct research.	○	○	○	○	○
The speed/frequency at which decisions must be made leaves little time to consult data or research.	○	○	○	○	○
Lack of interest in data or research at the individual level.	○	○	○	○	○
Lack of professional incentives for using data or research.	○	○	○	○	○
Lack of interest in data or research at the level of the department.	○	○	○	○	○
Concern that data or research will create a negative impression of performance externally.	○	○	○	○	○
Other. If other, please describe: _____	○	○	○	○	○

EVIDENCE USE - SYSTEMS

Does your department have any systems or processes in place that require research findings to be considered in decision-making?

- ○ No
- ○ Yes. If yes, please describe them briefly: _____

Does your department commission research studies from external organizations?

- ○ No. If no, why not?

  _____

- ○ Yes. If yes, please briefly describe the nature of the research studies your department commissions:

  _____

EVIDENCE USE - SOURCES & TOOLS

How often do you access evidence from the following sources? (Choose "never" if you do not have access to these sources of data or do not use them.)

	Never	Several times a year	Once a month	Weekly	Daily
Your department's internal data or management information systems	○	○	○	○	○
Datasets from the national statistics agency/bureau (e.g. household or firm surveys/censuses)	○	○	○	○	○
Custom surveys or data collection	○	○	○	○	○
Academic data repositories	○	○	○	○	○
Open source datasets (e.g. the World Bank's World Development Indicators)	○	○	○	○	○
Internal research studies carried out or commissioned by your department	○	○	○	○	○
Academic papers or journal articles	○	○	○	○	○
Research syntheses/systematic reviews	○	○	○	○	○
Research by think tanks, advocacy groups, donor organizations, etc.	○	○	○	○	○
Other. Please describe: _____	○	○	○	○	○

How often do you use the following tools to analyse data? (Choose "never" if you do not have access to these sources of data or do not use them.)

	Never	Several times a year	Once a month	Weekly	Daily
Microsoft Excel or other spreadsheet software	○	○	○	○	○
SPSS/STATA/SAS/R or other statistical analysis software	○	○	○	○	○
Your organization's management information system or other customized tool	○	○	○	○	○
Someone within your department to whom you can delegate data analysis	○	○	○	○	○
Other. Please describe:	○	○	○	○	○

INTERPRETING EVIDENCE - INTRO

INTERPRETING EVIDENCE

PLEASE NOTE: *We are trying to learn about how India's officials make important decisions that impact the lives of ordinary Indians. The goal of this section is to develop a sense of your background on various concepts to inform the training program that is being developed by Harvard University in partnership with LBSNAA. Please try to answer these questions as best as you can, but please do not consider this a test in any way.*

INTERPRETING EVIDENCE - YIELDS

Please consider the following scenario and answer the questions below:

Scientists have invented a new hybrid variety of wheat that they believe is flood-resistant. However, we know that new crop varieties sometimes have unpredictable impacts on yields when they are first introduced on actual farms (as opposed to laboratory models or "experimental" farms). As a result, it is necessary to evaluate the new variety's effect on yields when it is actually used by real-world farmers.

In Punjab, the new variety of wheat was adopted by a number of farmers. Agricultural extension officers monitored the subsequent change in yields over two harvests. They also tracked the yields of farmers who did not use the new variety over the same time period. For each group, the numbers of farmers whose yields increased and decreased are recorded in the table below (no farmers had yields that stayed exactly the same).

	Yields increased	Yields decreased
Farmers who did use the new variety	223	75
Farmers who did not use the new variety	107	21

Your staff are not sure how to interpret the results presented in the table. How would you best summarize them?

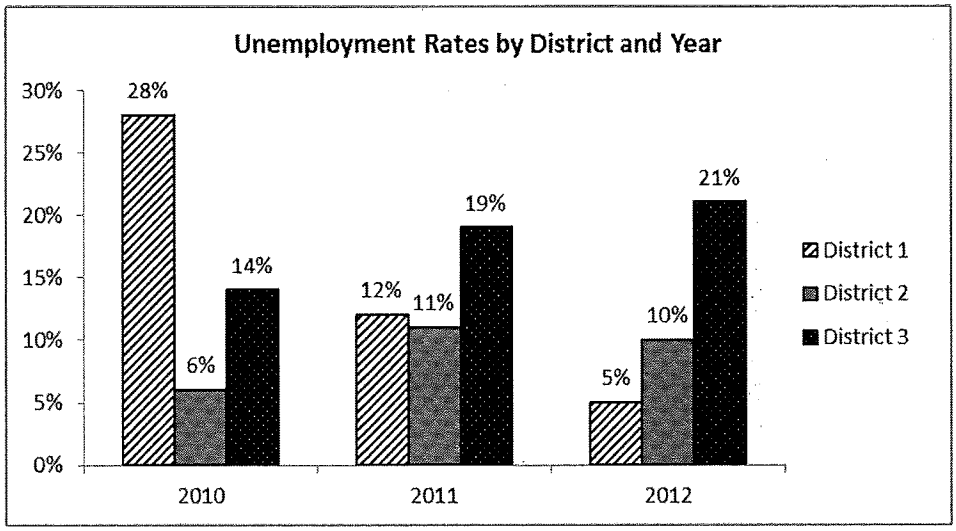
- Farmers who used the new variety were **more likely** to have their yields increase compared to farmers who did not use the new variety.
- Farmers who used the new variety were **less likely** to have their yields increase compared to farmers who did not use the new variety.

Briefly, how would you explain this interpretation to your staff, so that they understand it?

Now please imagine you are using the results of this study to make a recommendation about whether the new variety of wheat should be introduced across the entire region, based on an assessment of whether this would have a positive or negative impact on yields. Would you require information on how farmers in the study were selected to plant the new variety? Why or why not?

INTERPRETING EVIDENCE - UNEMPLOYMENT

Please imagine that you have requested data on unemployment rates for three urban districts to inform a vocational skills training program that your department is developing. Based on the latest employment survey, your staff presents you with the following chart. Please use the information in this chart to answer the questions below.



A colleague asks you which district had the largest number of unemployed people in 2010. What would you advise your colleague?

- District 1
- District 2
- District 3
- The chart does not provide enough information to answer this question.

A colleague asks you which year had the lowest variation in unemployment rates across the three districts; what would you advise your colleague?

- 2010
- 2011
- 2012
- The chart does not provide enough information to answer this question.

If you could collect two additional pieces of information to inform the design of the vocational training program, aimed at reducing unemployment, what information would you collect?

Evidence 1:

Evidence 2:

INTERPRETING EVIDENCE - IRON DEFICIENCY

Please imagine that your state's Department of Health is conducting a study on the prevalence of iron deficiency among working-age adults in several rural districts. Because it would be too expensive and logistically difficult to screen all adults for iron deficiency, a random sample of between 100 and 300 adults was selected from census data in each district. Health workers visited the households of these individuals and requested blood samples in order to test for iron deficiency. The data collected are summarized in the table below.

	Number of adults tested	Proportion of adults with iron deficiency (95% confidence intervals in parentheses)
Forest District	250	0.38 (0.32-0.44)
Mountain District	144	0.41 (0.33-0.49)
Coastal District	270	0.23 (0.18-0.28)

The Department is planning to roll out a new iron supplementation program. However, it only has enough resources to cover one district this year, and you want to target the program to the district with the highest rate of iron deficiency. Based on the estimates presented in the table above, which district would you recommend should benefit from the program this year?

- ○ The Forest District should be targeted; it has the highest rate of iron deficiency.
- ○ The Mountain District should be targeted; it has the highest rate of iron deficiency.
- ○ The Coastal District should be targeted; it has the highest rate of iron deficiency.
- ○ More data is needed. The table does not allow us to say confidently which district has the highest rate of iron deficiency. Kindly provide an explanation for this selection:

Based on the numbers presented in the table, which district has the lowest rate of iron deficiency and should not benefit from the program this year?

- ○ The Forest District has the lowest rate of iron deficiency.
- ○ The Mountain District has the lowest rate of iron deficiency.
- ○ The Coastal District has the lowest rate of iron deficiency.
- ○ More data is needed. The table does not allow us to say confidently which district has the lowest rate of iron deficiency. Kindly provide an explanation for this selection:

TRAINING PREFERENCES

PREFERENCES FOR TRAINING CONTENT

PLEASE NOTE: *Harvard University and IFMR Research are developing a set of training modules in collaboration with LBSNAA that will be used to inform Phase IV officials on ways to access, appraise, and apply data and research findings in decision-making. Your input on the content and delivery of this training material would be greatly valued. Based on your professional experience, please answer the following questions.*

How useful you would find training on the following topics?

	Not at all useful	Not very useful	Somewhat useful	Useful	Very useful	Not familiar with topic
Policy analysis/decision-making tools and frameworks for policy formulation	○	○	○	○	○	○
Cost-effectiveness and cost-benefit analysis	○	○	○	○	○	○
Conducting high-quality surveys	○	○	○	○	○	○
Assessing the quality and reliability of data	○	○	○	○	○	○
Identifying sources of research findings	○	○	○	○	○	○
Assessing the quality of research methodologies	○	○	○	○	○	○
Performing data analysis using statistical software	○	○	○	○	○	○
Basic statistical concepts (for example hypothesis testing, confidence intervals, statistical significance, etc.)	○	○	○	○	○	○
How to interpret regression tables in research documents	○	○	○	○	○	○
Using data and research findings to understand policy needs and problems	○	○	○	○	○	○
Using data and research findings to generate policy alternatives and assess options	○	○	○	○	○	○
Using data to monitor and improve program and policy performance	○	○	○	○	○	○
Evaluating the impact of a policy or program	○	○	○	○	○	○
Designing a randomized controlled trial to measure policy or program impact	○	○	○	○	○	○
Other. Please describe:	○	○	○	○	○	○

TRAINING PREFERENCES - INTERNET

Do you have internet access at your home?

- ○ Yes
- ○ No

In your home, can you watch videos over the internet?

- ○ Yes
- ○ No

How often do you use the internet for your job?

Never	Rarely	Sometimes	Often	Daily
○	○	○	○	○

Have you ever participated in an online course?

- ○ Yes
- ○ No

Please provide any other input you think would be useful in designing this training:

TRAINING PREFERENCE - FORMAT

How useful would you find the following teaching formats and methods?

	Not at all useful	Not very useful	Somewhat useful	Useful	Very useful	Not familiar with method
Written manuals/texts	○	○	○	○	○	○
Video lectures	○	○	○	○	○	○
Interactive software programs	○	○	○	○	○	○
In-person lectures	○	○	○	○	○	○
Class discussions	○	○	○	○	○	○
Small group discussions	○	○	○	○	○	○
Group assignments	○	○	○	○	○	○
Individual assignments	○	○	○	○	○	○
Simulations	○	○	○	○	○	○
Case studies	○	○	○	○	○	○
Other. Please describe:	○	○	○	○	○	○

Please provide any other input you think would be useful in designing this training:

RESPONDENT INFORMATION

RESPONDENT INFORMATION

Please indicate your gender:

- Male
- Female

Which batch do you belong to?

Which cadre do you belong to?

Were you a direct IAS recruit or did you enter the civil service through your state system and get promoted to the IAS?

- Direct IAS recruit
- Promoted to IAS from state civil service
- Other/Not applicable

What is your age?

- 30 or younger
- 31-40
- 41-50
- 51 or older

What is your highest completed schooling qualification?

- Secondary or equivalent
- Bachelor's degree or equivalent
- Master's degree or equivalent
- Doctorate or equivalent
- Other (please specify):

How many years have you been in your current post?

_____

Phase V – Mussoorie

October 2014

Phase V Module on Smart Design for Policy Formulation

Pre-Training Questionnaire

CONSENT

THANK YOU FOR PARTICIPATING IN THIS QUESTIONNAIRE.

The questionnaire will take approximately 15 minutes to complete. We greatly appreciate your time and effort.

Please review the information below and check the button to confirm your consent. Click on the red button below to continue to the questionnaire.

Study Title: Understanding Policymakers' Decision Constraints
Researcher: Rohini Pande, Harvard; Michael Callen, UCLA; Adnan Khan, International Growth Centre; Asim Khwaja, Harvard
Version Date: 22 September 2014

Your participation in this survey is voluntary. The purpose of the research is to get a better understanding of the training needs and preferences of Phase V officers at LBSNAA. The information gathered from the survey will directly inform training materials being developed by Harvard University for use in your Phase V programme.

If you agree to participate in this online survey, it will take a total of approximately

○ I consent to participate in the questionnaire.

DECISION CONTEXT - CLOSED ENDED

DECISION MAKING CONTEXT

PLEASE NOTE: *We want to understand what kind of decisions you make in your professional role,*

and the sources of information you require to inform these decisions.

Please describe one recent decision and/or recommendation you made in your job that you feel was particularly important or influential.

What sources of information primarily informed your decision/recommendation above?

We are interested in how your use your convening and process-setting authority in government decision-making. Imagine that you are asked to advise on a major policy question or to define an implementation plan for a new government policy or programme. Please rate the following possible approaches in terms of how useful they would be in your decision-making process.

	Not at all useful	Somewhat useful	Very useful	Most useful
Call a meeting of others responsible for the topic in your department	○	○	○	○
Discuss strategies with heads of other departments	○	○	○	○
Request a summary of relevant policy research from an advisor/subordinate	○	○	○	○
Set up a formal committee to provide recommendations	○	○	○	○
Request collection/analysis of quantitative data related to the policy or programme	○	○	○	○
Reach out to civil society	○	○	○	○

groups or think tanks for input				
Use an analytical framework (e.g. cost-benefit analysis, decision analysis, etc.) to compare several options				
Other (please specify):				
Other (please specify):				
Other (please specify):				

DECISION CONTEXT - OPEN ENDED

DECISION MAKING CONTEXT

PLEASE NOTE: *We want to understand what kind of decisions you make in your professional role, and the sources of information you require to inform these decisions.*

Please describe one recent decision and/or recommendation you made in your job that you feel was particularly important or influential.

We are interested in how your use your convening and process-setting authority in government decision-making. Imagine that you are asked to advise on a major policy question or to define an implementation plan for a new government policy or programme. Please describe your decision making process.

Who would you consult?

What types of evidence would you gather?

How would you develop, analyse, and test the plan?

PREVENTING ROAD TRAFFIC DEATHS

POLICY SCENARIO

PLEASE NOTE: *In this section we will ask about your perspectives on a current policy issue in India. This topic, and the responses you share, may be referenced during the training. (All shared responses will of course be unattributed.) The purpose of this section is to understand some of the factors that you consider important for policy formulation and implementation in your context, drawing on your years of experience in public administration.*

PREVENTING ROAD TRAFFIC DEATHS

Road traffic accidents kill around 150,000 Indians each year. The Ministry of Road Transport and Highways recently unveiled a new Road Transport and Safety Bill, which would increase fines for traffic violations in order to reduce traffic deaths by 200,000 over five years. The bill proposes the following measures:

- Increase by more than 10-fold the fines for speeding (from Rs. 400-1000 to Rs. 5,000-12,500). Licenses could also be suspended for up to 8 weeks.
- Increase by 5-fold the fines for drunk driving (from Rs. 3,000 to Rs. 15,000). Two drunk driving offences would lead to permanent loss of license.
- A Rs. 3-lakh fine and minimum of 7 years in jail for causing the death of a child.
- Penalty points issued for each violation, with 12 or more points resulting in revocation of driver's license for a year.

If passed, do you think that this new law will be effective in achieving its stated aim of reducing road traffic deaths?

- Yes
- No

Please briefly explain why:

Imagine that you are the key administrator tasked with implementing the policy. What administrative machinery would you

primarily assign to implement/enforce the policy? (select one)

- ○ Traffic police
- ○ A newly-contracted private group placed under jurisdiction of municipal corporations
- ○ Regional Transport Offices
- ○ Other (please describe):

Describe one incentive mechanism you would seek to introduce for the implementing group identified above, to motivate the group to effectively implement the policy.

Describe the monitoring mechanism you would use to track whether this implementing group is meeting its targets. Please be as specific as possible.

Would you use any additional mechanism to evaluate the law's implementation?

- ○ No
- ○ Yes (please briefly describe):

Now imagine the scenario in which the government is drafting a completely new law. If you were involved in advising on legislation to reduce road traffic deaths, what policy instrument (such as regulation, enforcement, penalty, incentive, etc.) would you focus on and why?

PRADHAN MANTRI JAN DHAN YOJANA

POLICY SCENARIO

PLEASE NOTE: *In this section we will ask about your perspectives on a current policy issue in India. This topic, and the responses you share, may be referenced during the training. (All shared responses will of course be unattributed.) The purpose of this section is to understand some of the factors that you consider important for policy formulation and implementation in your context, drawing on your years of experience in public administration.*

PRADHAN MANTRI JAN DHAN YOJANA

In August, Prime Minister Modi announced the financial inclusion scheme 'Pradhan Mantri Jan Dhan Yojana' (PMJDY) which aims to provide universal access to banking facilities and open bank accounts for over 7 crore households.

In the first phase (through August 2015), the scheme will provide Basic Banking Accounts with a RuPay Debit card, overdraft facilities of Rs.5000 after 6 months, and inbuilt accident insurance cover of Rs. 1 lakh. These new accounts will be accompanied by a financial literacy programme. In the second phase (August 2015 through August 2018) additional services would be added, such as a Credit Guarantee Fund for overdrafts and micro insurance. Bank accounts would be linked to Aadhaar and the National Population Register.

In order to reduce leakages, the Prime Minister proposes to leverage the Aadhaar-linked bank accounts to deliver Government benefits using Direct Benefit Transfers. The schemes covered would include MGNREGS, the cooking gas subsidy, pensions, scholarships, and the Public Distribution System.

Do you think providing Government benefits through Direct Benefit Transfers will be effective in reducing leakage?

- ○ Yes
- ○ No

Please briefly explain why:

Imagine you are the key administrator tasked with developing an implementation strategy for the PMJDY scheme. While private and public sector banks will provide accounts, there is a need for some administrative machinery to ensure that all citizens are covered. Which would you identify as the key administrative group to be held responsible for scheme implementation at the village level? (select one)

- State and district bureaucrats
- Contract workers hired by banks (Business Correspondents and CSP officials)
- Panchayat officials
- Other (please describe):

Describe one incentive mechanism you would seek to introduce for the implementing group identified above, to motivate the group to effectively implement the policy.

Describe the monitoring mechanism you would use to track whether this implementing group is meeting its targets. Please be as specific as possible.

Would you use any additional mechanism to evaluate the programme's implementation?

- No
- Yes (please briefly describe):

Now imagine a scenario in which the Government is deciding on a completely new policy for reducing leakages in benefits schemes. If you were involved in the formulation of a policy to reduce leakages in Government benefits, what policy instrument (such as regulation, enforcement, penalty, incentive, etc.) would you focus on and why?

EVIDENCE USE - MONITORING QUESTIONS

USING DATA AND RESEARCH

PLEASE READ CAREFULLY BEFORE ANSWERING THE QUESTIONS THAT FOLLOW.

*Here and in all subsequent questions, the term **"research findings"** refers to findings from empirical research studies. These could include academic studies; independently performed studies commissioned by the government; research or analysis conducted by an in-house research department; research performed by donor/multilateral agencies; or other research, provided that the findings are based on rigorous analysis of quantitative and/or qualitative data.*

*The term **"data"** refers to information collected together for systematic reference or analysis. This might include information from surveys; administrative data collected by government or private organizations; publicly available data from statistical agencies, the World Bank, or other organizations; or any combination of the above.*

Across many countries, there is a growing movement toward "evidence-based policy"—where key decisions in government are based on rigorous data and research findings. In your view, how motivated are people in your position or similar positions within your department to use data and research findings in their professional decision-making?

Not at all motivated	Not very motivated	Somewhat motivated	Highly motivated	Very highly motivated
○	○	○	○	○

In your current role within your department, how strong is your professional incentive to use data and research findings in your work?

No incentive at all	Weak incentive	Some incentive	Strong incentive	Very strong incentive
○	○	○	○	○

Does your department have any systems, processes or rules in place that require research findings to be considered in decision-making?

- ○ No
- ○ Yes. If yes, please describe them briefly:

Does your department commission research studies from external organizations?

- ○ No
- ○ Yes

Please identify the types of research studies your department commissions (select all that apply).

- [ ] Quantitative surveys
- [ ] Qualitative surveys
- [ ] Focus groups
- [ ] Case studies
- [ ] Meta-analyses or systematic reviews
- [ ] Cost-benefit analyses
- [ ] Economic models
- [ ] Other (please describe):

EVIDENCE USE - BARRIERS

USING DATA AND RESEARCH

PLEASE READ CAREFULLY BEFORE ANSWERING THE QUESTIONS THAT FOLLOW.

*Here and in all subsequent questions, the term **"research findings"** refers to findings from empirical research studies. These could include academic studies; independently performed studies commissioned by the government; research or analysis conducted by an in-house research department; research performed by donor/multilateral agencies; or other research, provided that the findings are based on rigorous analysis of quantitative and/or qualitative data.*

*The term **"data"** refers to information collected together for systematic reference or analysis. This might include information from surveys; administrative data collected by government or private organizations; publicly available data from statistical agencies, the World Bank, or other organizations; or any combination of the above.*

Please rate the following barriers to the use of data and research findings in terms of the degree to which they affect data and research use within your department:

	Not at all a barrier	Minor barrier	Moderate barrier	Significant barrier	Very significant barrier
Difficulty of locating or accessing research findings or data sources.	○	○	○	○	○
Existing research studies are not relevant/useful.	○	○	○	○	○
Existing data are not in a usable format (e.g. only paper records, no digital data).	○	○	○	○	○
Lack of technical training in how to evaluate and apply research findings.	○	○	○	○	○
Lack of technical training in data analysis.	○	○	○	○	○

Lack of organizational resources to produce data or to conduct research.	○	○	○	○	○
The speed/frequency at which decisions must be made leaves little time to consult data or research.	○	○	○	○	○
Lack of interest in data or research at the individual level.	○	○	○	○	○
Lack of interest in data or research at the level of the department.	○	○	○	○	○
Concern that data or research will create a negative impression of performance externally.	○	○	○	○	○
Other (please describe):	○	○	○	○	○

RESPONDENT INFORMATION

RESPONDENT INFORMATION

PLEASE NOTE: *Your information will be kept strictly confidential and will not be used to identify individual responses, but rather to understand the profile of the group.*

Please indicate your gender:

- ○ Male
- ○ Female

Which batch do you belong to?

Which cadre do you belong to?

▼

If other, please specify:

How many years have you been in your current post?

Please indicate the primary objectives you hope to achieve through this training module on economic insights for policy formulation.

SMC 16 – Lahore

December 2014

CONSENT

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

As part of the "Building Capacity to Use Research Evidence" (BCURE) program, Harvard University and the Center for Economic Research in Pakistan have been collaborating with NSPP and various training courses over the past year. We have worked with various cohorts to date and are now looking forward to engaging with SMC 16-Lahore. As a first step, we request that you fill out this short questionnaire which will help us to understand your backgrounds and training preferences. On Monday, this will be followed with a lecture by Dr. Adnan Q. Khan on "The Use of Evidence for Tax Reform in Pakistan" as well as a second brief online exercise.

The questionnaire will take approximately 20 minutes to complete. We greatly appreciate your time and effort.

Please review the information below and check the button to confirm your consent. Click on the red button below to continue to the questionnaire.

Study Title: Understanding Policymakers' Decision Constraints
Researcher: Michael Callen, Harvard; Rohini Pande, Harvard; Adnan Khan, International Growth Centre, Asim Khwaja, Harvard
Version Date: 25 April 2014

Your participation in this survey is voluntary. The purpose of the research is to get a better understanding of the training needs and preferences for SMC officers at NSPP. The information gathered from the survey will directly inform training materials being developed by Harvard University and CERP for use in NSPP training courses.

If you agree to participate in this online survey, it will take a total of approximately

- ○ I consent to participate in the survey.

DECISION CONTEXT

DECISION MAKING CONTEXT

PLEASE NOTE: *We want to understand what kind of decisions you make in your professional role, and the sources of information you require to inform these decisions.*

Please describe a recent decision and/or recommendation you have made in your job that you feel was particularly important or influential, and indicate what types of information you used to inform your decision.

Please briefly define the term "evidence," as in "evidence-based policy making." ***(Please note: There is no right or wrong answer, we simply want to know what evidence means to you.)***

EVIDENCE USE - MONITORING QUESTIONS

USING DATA AND RESEARCH

PLEASE READ CAREFULLY BEFORE ANSWERING THE QUESTIONS THAT FOLLOW.

Here and in all subsequent questions, the term ***"research findings"*** *refers to findings from empirical research studies. These could include academic studies; independently performed studies commissioned by the government; research or analysis conducted by an in-house research department; research performed by donor/multilateral agencies; or other research, provided that the findings are based on rigorous analysis of quantitative and/or qualitative data.*

The term ***"data"*** *refers to information collected together for systematic reference or analysis. This might include information from surveys; administrative data collected by government or private*

organizations; publicly available data from statistical agencies, the World Bank, or other organizations; or any combination of the above.

Across many countries, there is a growing movement toward “evidence-based policy”—where key decisions in government are based on rigorous data and research findings. In your view, how motivated are people in your position or similar positions within your department to use data and research findings in their professional decision-making?

Not at all motivated	Not very motivated	Somewhat motivated	Highly motivated	Very highly motivated
○	○	○	○	○

In your current role within your department, how strong is your professional incentive to use data and research findings in your work?

No incentive at all	Weak incentive	Some incentive	Strong incentive	Very strong incentive
○	○	○	○	○

To what extent does your department as an organization value data and research findings?

Not at all	Not very much	Somewhat	Highly	Very highly
○	○	○	○	○

In general, when people in your position or similar positions within your department are justifying the decisions they make (to others either internally or externally), how often do they reference data and/or research findings?

Never	Rarely	Sometimes	Most of the time	Always	Not applicable
○	○	○	○	○	○

EVIDENCE USE - BARRIERS

USING DATA AND RESEARCH

PLEASE READ CAREFULLY BEFORE ANSWERING THE QUESTIONS THAT FOLLOW.

*Here and in all subsequent questions, the term **"research findings"** refers to findings from empirical research studies. These could include academic studies; independently performed studies commissioned by the government; research or analysis conducted by an in-house research department; research performed by donor/multilateral agencies; or other research, provided that the findings are based on rigorous analysis of quantitative and/or qualitative data.*

*The term **"data"** refers to information collected together for systematic reference or analysis. This might include information from surveys; administrative data collected by government or private organizations; publicly available data from statistical agencies, the World Bank, or other organizations; or any combination of the above.*

Please rate the following barriers to the use of data and research findings in terms of the degree to which they affect data and research use within your department:

	Not at all a barrier	Minor barrier	Moderate barrier	Significant barrier	Very significant barrier
Difficulty of locating or accessing research findings or data sources.	○	○	○	○	○
Existing research studies are not relevant/useful.	○	○	○	○	○
Existing data are not in a usable format (e.g. only paper records, no digital data).	○	○	○	○	○
Lack of technical training in how to evaluate and apply research findings.	○	○	○	○	○
Lack of technical training in data analysis.	○	○	○	○	○
Lack of organizational resources to produce data or to conduct research.	○	○	○	○	○
The speed/frequency at which decisions must be made leaves little time to consult data or research.	○	○	○	○	○
Lack of interest in data or research at the individual level.	○	○	○	○	○
Lack of professional incentives for using data or research.	○	○	○	○	○
Lack of interest in data or research at the level of the department.	○	○	○	○	○
Concern that data or research will create a negative impression of performance externally.	○	○	○	○	○
Other. If other, please describe:	○	○	○	○	○

EVIDENCE USE - SYSTEMS

Does your department have any systems or processes in place that require research findings to be considered in decision-making?

- ○ No

- ○ Yes. If yes, please describe them briefly:

Does your department commission research studies from external organizations?

- ○ No. If no, why not?
- ○ Yes. If yes, please briefly describe the nature of the research studies your department commissions:

Does your department use any systems for collecting program or policy-relevant data and/or tracking key performance indicators (such as surveys or a Management Information System)?

- ○ No
- ○ Yes. If yes, please describe these data systems briefly.

EVIDENCE USE - SOURCES & TOOLS

How often do you access evidence from the following sources? (Choose “never” if you do not have access to these sources of data or do not use them.)

	Never	Several times a year	Once a month	Weekly	Daily
Your department’s internal data or management information systems	○	○	○	○	○
Datasets from the national statistics agency/bureau (e.g. household or firm surveys/censuses)	○	○	○	○	○
Custom surveys or data collection	○	○	○	○	○
Academic data repositories	○	○	○	○	○
Open source datasets (e.g. the World Bank’s World Development Indicators)	○	○	○	○	○
Internal research studies carried out or commissioned by your department	○	○	○	○	○
Academic papers or journal articles	○	○	○	○	○
Research syntheses/systematic reviews	○	○	○	○	○
Research by think tanks, advocacy groups, donor organizations, etc.	○	○	○	○	○
Other. Please describe:	○	○	○	○	○

INTERPRETING EVIDENCE - YIELDS

INTERPRETING EVIDENCE

PLEASE NOTE: *We are trying to learn about how Pakistan's officials make important decisions that impact the lives of ordinary citizens. The goal of this section is to develop a sense of your background on various concepts to inform the training program that is being developed by Harvard University in partnership with NSPP. Please try to answer these questions as best as you can, but please do not consider this a test in any way.*

Please consider the following scenario and answer the questions below:

Scientists have invented a new hybrid variety of wheat that they believe is flood-resistant. However, we know that new crop varieties sometimes have unpredictable impacts on yields when they are first introduced on actual farms (as opposed to laboratory models or "experimental" farms). As a result, it is necessary to evaluate the new variety's effect on yields when it is actually used by real-world farmers.

In Punjab, the new variety of wheat was adopted by a number of farmers. Agricultural extension officers monitored the subsequent change in yields over two harvests. They also tracked the yields of farmers who did not use the new variety over the same time period. For each group, the numbers of farmers whose yields increased and decreased are recorded in the table below (no farmers had yields that stayed exactly the same).

	Yields increased	Yields decreased
Farmers who did use the new variety	223	75
Farmers who did not use the new variety	107	21

Your staff are not sure how to interpret the results presented in the table. How would you best summarize them?

- ○ Farmers who used the new variety were **more likely** to have their yields increase compared to farmers who did not use the new variety.
- ○ Farmers who used the new variety were **less likely** to have their yields increase compared to farmers who did not use the new variety.

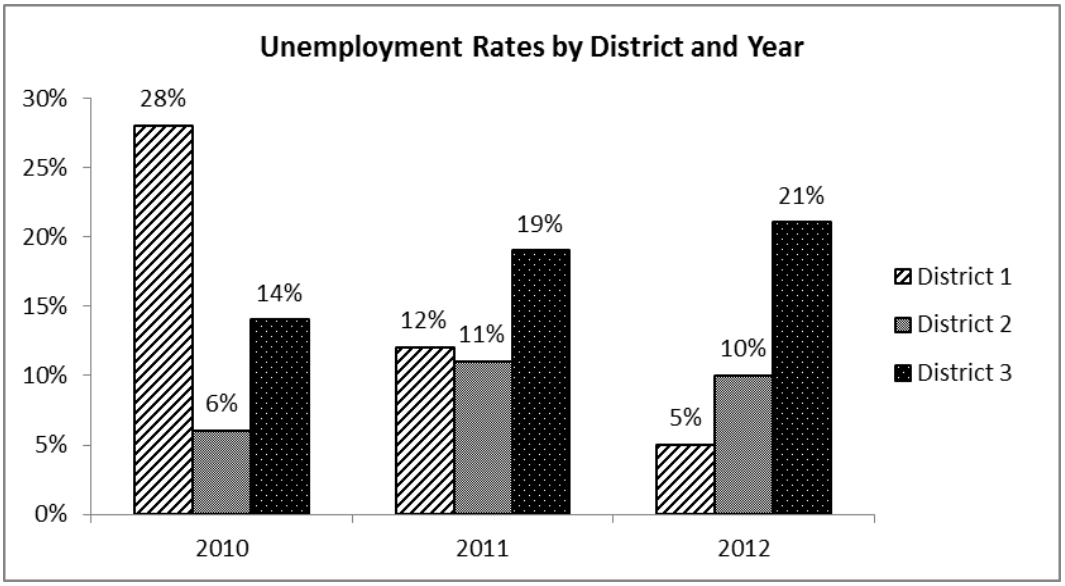
Briefly, how would you explain this interpretation to your staff, so that they understand it?

INTERPRETING EVIDENCE - UNEMPLOYMENT

INTERPRETING EVIDENCE

PLEASE NOTE: *We are trying to learn about how Pakistan's officials make important decisions that impact the lives of ordinary citizens. The goal of this section is to develop a sense of your background on various concepts to inform the training program that is being developed by Harvard University in partnership with NSPP. Please try to answer these questions as best as you can, but please do not consider this a test in any way.*

Please imagine that you have requested data on unemployment rates for three urban districts to inform a vocational skills training program that your department is developing. Based on the latest employment survey, your staff presents you with the following chart. Please use the information in this chart to answer the question below.



A colleague asks you which district had the largest number of unemployed people in 2010. What would you advise your colleague?

- ○ District 1
- ○ District 2
- ○ District 3
- ○ The chart does not provide enough information to answer this question.

TRAINING PREFERENCES

PREFERENCES FOR TRAINING CONTENT

PLEASE NOTE: *Harvard University and CERP are developing a set of training modules in collaboration with NSPP that will be used to inform SMC officials on ways to access, appraise, and apply data and research findings in decision-making. Your input on the content and delivery of this training material would be greatly valued. Based on your professional experience, please answer the following questions.*

How useful you would find training on the following topics?

	Not at all useful	Not very useful	Somewhat useful	Useful	Very useful	Not familiar with topic
Policy analysis/decision-making tools and frameworks for policy formulation	○	○	○	○	○	○
Cost-effectiveness and cost-benefit analysis	○	○	○	○	○	○
Conducting high-quality surveys	○	○	○	○	○	○
Assessing the quality and reliability of data	○	○	○	○	○	○
Identifying sources of research findings	○	○	○	○	○	○
Assessing the quality of research methodologies	○	○	○	○	○	○
Performing data analysis using statistical software	○	○	○	○	○	○
Basic statistical concepts (for example hypothesis testing, confidence intervals, statistical significance, etc.)	○	○	○	○	○	○
How to interpret regression tables in research documents	○	○	○	○	○	○
Using data and research findings to understand policy needs and problems	○	○	○	○	○	○
Using data and research findings to generate policy alternatives and assess options	○	○	○	○	○	○
Using data to monitor and improve program and policy performance	○	○	○	○	○	○
Evaluating the impact of a policy or program	○	○	○	○	○	○
Designing a randomized controlled trial to measure policy or program impact	○	○	○	○	○	○
Other. Please describe:	○	○	○	○	○	○

Please provide any other input you think would be useful in designing this training:

RESPONDENT INFORMATION

RESPONDENT INFORMATION

Please indicate your gender:

- Male
- Female

What is your cadre/service group?

What is your age?

- 30 or younger
- 31-40
- 41-50
- 51 or older

What is your highest completed schooling qualification?

- ○ Secondary or equivalent
- ○ Bachelor's degree or equivalent
- ○ Master's degree or equivalent
- ○ Doctorate or equivalent
- ○ Other (please specify):

How many years have you been in service?

How many years have you been in your current post?