Post Test Survey

A. Foundation of Policy-Making

Question	Answer

1. Please choose one of the choices below that best defines the meaning of evidence-informed policy:
   A. Evidence-informed policy is a policy that is driven purely by evidence.
   B. Evidence-informed policy is a policy that is based on different types of evidence.
   C. Evidence-informed policy can be a policy that has considered research evidence and rejected it.	

2. There are 4 main stages of the policy-making process: 1) agenda-setting, 2) formulation, 3) implementation and 4) evaluation. Please indicate which stage or stage(s) of the process evidence can inform:
   A. Agenda-setting only
   B. Agenda-setting and Formulation
   C. Agenda setting and Evaluation
   D. Agenda setting, Formulation and Evaluation
   E. All	

3. Please name 2 barriers and 2 facilitators of evidence use in policymaking:	

4. Which of the questions below is a well-defined policy question?
   A. What causes dementia in old age?
   B. How can the Ministry of Health effectively address the high levels of maternal deaths in the country?
   C. What are the causes of cholera in community X?	

On a scale of 1 to 5 (where 1 is lowest and 5 is highest), please rate the extent to which you face the following barriers to the effective use of research evidence.

Barriers to the effective use of information	Rating				
	1	2	3	4	5
Lack of skills in searching for evidence using advanced search engines					
Lack of skills in assessing the quality of evidence					
Lack of skills in assessing the relevance and applicability of evidence					
Lack of skills in interpreting evidence					
Lack of skills in synthesizing evidence from various sources					
Lack of skills in bringing out key messages in your research for a particular target audience					
Lack of skills in adapting findings from non-locally conducted studies to the local context					
Lack of skills in using evidence in policy formulation and program design					
Lack of skills in writing policy briefs					
Inadequate Internet connectivity					
Lack of computer					
Low awareness of where to get evidence					

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Lack of incentives and policies to use research evidence					
Insufficient time to source evidence					
Lack of availability of local (i.e. locally relevant research or sources)					
Lack of affordable access to international content (e.g. e journals)					
Other: please specify below					

Please read the statements in the table below and rate appropriately based on your own opinion about them.

Behavior and attitude	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Evidence-Informed Policymaking has a weak effect on improving health outcomes					
Other factors that influence the policy process such as experience, expertise, judgment, values, resources, habits and traditions are more important than evidence					
It is difficult to use evidence in decision making in our country					

When I am searching for evidence using the Internet, my first source of information is: (select the one that applies)

☐ Google
☐ Free databases including HINARI, Research for Life (R4L)
☐ Pubmed
☐ The Cochrane Library
☐ Other_____ (please list)

B. Accessing Evidence

Question	Answer

1. Which of the below search engines/database will give you the best quality and most relevant research papers to help you identify the most effective strategies for tackling high incidence of Malaria?
   A. The Cochrane Library
   B. Google
   C. Africa Index Medicus	

2. You have been asked to search for and prepare a summary of existing evidence on the interconnection between Malaria and pregnancy. Which of the following search phrases will give you relevant research documents on this issue?
  A. Malaria OR pregnancy
  B. Malaria AND pregnancy
  C. Malaria WITH pregnancy	

3. Which of the statements below will enable you to keep abreast of research going on in research institutions in your area of focus?	

A. Establish and maintain contact with relevant researchers in your area of interest B. Attend research conferences C. Invite researchers to participate in your technical working groups or other relevant forums in your organization D. Follow mainstream media reports in your country E. All the above	
4. Name at least two attributes to look out for when assessing the credibility of a source of research evidence e.g. a journal and/or a research institution	

On a scale of 1 to 5 (where 1 is lowest and 5 is highest), please rate the extent to which you face the following barriers to the effective use of research evidence.

Skill	1	2	3	4	5
Accessing research (this includes developing a search strategy and searching for the information you want on a particular topic)					
Defining and Developing a Policy Question (includes identifying a gap in knowledge in the policy process and deriving a question to address the knowledge gap)					
Using free databases including HINARI, Research for Life (R4L)					
Using social media to locate evidence (this includes Facebook, twitter, LinkedIn)					
Using advanced Google searching (this includes Google Scholar, Alerts)					

Impact of Training on Behavior and Attitudes

Behavior and attitude	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I tend to get evidence informally from colleagues and friends					
I tend to get evidence from experts					
I quickly scan the research papers, to ascertain there relevance, before reading a lengthy document					
I will not 'surf the web' directly, but will ask an assistant to find what I am looking for					
I feel the internet is unreliable as a tool for accessing evidence					
I often "discover" other relevant information when searching for a specific piece of information					
I feel overwhelmed by the					

amount of information available to me for my work					
I feel like I do not have enough information available to me for my work					

C. Appraising Evidence

Impact of Training on Knowledge

Question	Answer
1. Pair the types of research designs below with their correct definitions	
a. Action research — i) It involves using different groups of people who differ in the variable of interest but share other characteristics, such as socioeconomic status, educational background, and ethnicity. It has three distinctive features: no time dimension; a reliance on existing differences rather than change following intervention; and, groups are selected based on existing differences rather than random allocation. It is often used to study what is happening in a group at a particular point in time to provide a snapshot of a population. It can only measure differences between or from among a variety of people, subjects, or phenomena rather than a process of change.	
b. Experimental research design — ii) An in-depth study of a particular research problem rather than a sweeping statistical survey or comprehensive comparative inquiry. It is often used to narrow down a very broad field of research into one or a few easily researchable examples. It is a useful design when not much is known about an issue or phenomenon.	
c. Exploratory research design — iii) An inquiry or research in the context of focused efforts to improve a situation or address a problem. Typically, it is designed and conducted by practitioners who analyze the data to improve their own practice. It tends to be cyclic (similar steps tend to recur in a similar sequence), participative (clients and informants are involved as active participants in the research), qualitative (deals more with language than numbers), and reflective (critical reflection of the process and outcomes).	
d. Cross-sectional design — vi) A blueprint of the procedure that enables the researcher to maintain control over all factors that may affect the result of a test or trial. In doing this, the researcher attempts to determine or predict what may occur. It is often used where there is time priority in a causal relationship (cause precedes effect), there is consistency in a causal relationship (a cause will always lead to the same effect), and the magnitude of the correlation is great.	
e. Case study design — v) The focus of this design is on gaining insights and familiarity for later investigation or undertaken when research problems are in a preliminary stage of investigation. It is used when there are few or no earlier studies to refer to or rely upon to predict an outcome. It is often used to establish an understanding of how best to proceed in studying an issue or what methodology would effectively apply to gathering information about the issue.	
2. Pair the types of research evidence below with their correct definitions	
a. Primary research studies — i) Interrogate primary research studies, summarizing and interrogating their data and findings.	
b. Secondary research studies — ii) Usually text based and can be derived from in-depth interviews, observations, analysis of written documentation or open-ended questionnaires. It aims to gather an in-depth understanding of human behavior and the reasons that govern	

	such behavior.	
c. Qualitative research	iii) This is empirically observed a phenomenon at first hand, collecting, analyzing or presenting 'raw' data.	
d. Quantitative research	vi) Numerical data that can be manipulated using mathematical procedures to produce statistics. It is the systematic scientific investigation of numerical properties, phenomena and their relationships.	
3. Describe at least 5 things you would look out for when assessing the strength of evidence (if you use terms like 'reliability' please define or describe them).		
4. Identify the characteristics of a critical thinker among the following statements: A. Creative questioners B. Frequently asking "why?" and seeking reasons to defend a position. C. Interested only in credible sources of information. D. Able to take into account the total situation or context when interpreting something. E. Always looking for alternative explanations, positions, or arguments. F. All the above		

Impact of Training on Skills (Self-Rating)

Skill	Rating				
	1	2	3	4	5
Assessing whether a study design and methods are appropriate for answering the research question posed?					
Assessing whether a study design and methods are able to generate the resulting type and content of research findings presented in a paper?					
Validity of research findings					
Reliability of research findings					
Appraising evidence (includes being able to understand and evaluate the quality of the evidence relevant to your needs)					

Impact of Training on Behavior and Attitudes

Behavior and attitude	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I predominantly like to use resources from journals and/or universities that have an international reputation					
I prefer to use mostly quantitative methods and data in my research instead of qualitative					
Systematic reviews are important in decision-making					

D. Synthesizing Evidence
Impact of Training on Knowledge

Question	Answer
1. When presented with evidence on an effective intervention implemented in a different context than yours, list at least 3 things you will look out for to assess its applicability in your context?	
2. State the difference between summarizing and synthesizing?	
3. Name at least 5 key steps in the process of synthesizing evidence	
4. State 3 characteristics of a compelling research evidence synthesis	

Impact of Training on Skills (Self-Rating)

Skill	Rating				
	1	2	3	4	5
Synthesizing evidence (includes analyzing and interpreting evidence, bringing together evidence from various sources and bringing out key messages)					
Developing policy recommendations					
Developing a policy brief					

Impact of Training on Behavior and Attitudes

Statements	Y/N
Synthesizing of different types of data and evidence should be done by researchers	
Policy recommendations should only be drawn from many studies demonstrating that proposed interventions are effective in tackling the policy problem in question	
Policy briefs are a vital tool for policymakers in decision-making	

E. Applying Evidence in Decision-Making

Impact of Training on Knowledge

Question	Answer
1. Name at least 5 indicators of research evidence use	
2. Name the key steps in developing a communications strategy	

Impact of Training on Skills (Self-Rating)

Skill	Rating				
	1	2	3	4	5
Applying evidence (includes using evidence to inform policy formulation and program design)					
Developing a communications strategy					

Impact of Training on Behavior and Attitudes

Statement	Yes/No
As a mid-level policymaker, I find ways of creating demand for evidence on issues I work on among high-level policymakers	
As a mid-level policymaker, I believe that evidence speaks for itself	
Use of evidence in policymaking is often not easy to measure	