

Pre-Analysis Plan

The Service Delivery Chain of Mental Health in Lithuania

The World Bank's Bureaucracy Lab

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1 About the Research Team

The Bureaucracy Lab is a joint initiative between the World Bank's Government Global Practice (GGP) and the Development Impact Evaluation Group (DIME), whose work seeks to fill the empirical knowledge gap on public administrations across the world. *The Service Delivery Chain of Mental Health in Lithuania* forms part of The Lab's European Commission (EC) portfolio, through which The Lab brings together a team of internal and external researchers to evaluate the quality of public administration and associated reforms across a range of EU countries. The Lab's EC team includes Michael Best, Jolanta Blazaitė, Daniel Chen, Alessandra Fenizia, Zahid Hasnain, Patrik Jankovic, Gianmarco Leon-Ciliotta, Robert Lipinski, Patricia Paskov, Gailius Praninskas, Daniel Rogger, Christian Schuster, Ravi Somani, and Katre Vaarsi. For additional information, please contact Daniel Rogger at drogger at worldbank dot org.

2 Introduction

Mental health challenges are strongly correlated with inadequate socio-emotional development, poor student performance, and negative outcomes later in life such as substance abuse, poor health, unemployment and incarceration (Rossen and Cowan, 2015; WHO, 2003). A key group for mental health intervention is youth: research shows that roughly half of all mental health conditions start by age 14. Youth mental health is a particularly important agenda item in Lithuania, where, according to the HBSC Study of 2018, 40 percent of students in

grade 9 experienced low levels of psychological well-being; 24 percent experienced bullying; and 24 percent thought about suicide.

Together, schools, municipalities, and NGOs across Lithuania implement programs that support the mental health of students. While these programs often take place in classrooms, their design and promotion is hardly confined to school walls. Instead, behind youth mental health programs lies a service delivery chain of organizations and decision-makers from central ministries, municipalities, public health bureaus, and schools, all of whom influence service delivery and outcomes through budgetary decisions, programmatic choices, and implementation.

3 Research Design

Our design targets multiple layers of Lithuania’s public administration. In the first intervention, we target schools. These are the frontline layer of the service delivery chain related to youth mental health services. Teachers in particular can support students in preparing for and responding to mental health challenges. Correspondingly, school administrators may support teachers in this effort. The second set of interventions focus on the public administrators who are in general responsible for regulating and supporting school activities. Public administrators may target financial and human resources to support schools in their provision of youth mental health services. In including school staff and public administrators in our research design, we incorporate the two most directly influential layers of government for direct provision of services in our analysis. We take a complementary approach to intervention design across these levels, allowing for a more integrated analysis of the service delivery chain.

3.1 Intervention 1

School staff play an important role in promoting youth mental health by teaching students the skills to address mental health challenges before they arise; identifying early warning signs of mental health challenges; and connecting students to effective resources at the right time. Recognizing this, in 2021, the Ministry of Health rolled out an online mental health literacy training to improve the mental health competence of school staff across Lithuania. The 8-hour online module, made available publicly, is self-paced, free-of-charge, and home-based. Participants are awarded a qualification-raising certificate from Vilnius University. At the time of intervention, the program had not yet been advertised to school leaders or

staff in Lithuania.

Prior to the launch of the baseline survey, we will randomize 1014 schools to receive one of three email treatments that share information on The Ministry of Health’s online training to strengthen school staff skills in supporting youth mental health. 243 of these 1014 schools will also be included in the baseline survey. The emails will be sent to the official school email and addressed to the administrators of each school. Traditionally, school administrators are the key influencers and motivators of school staff’s participation in training.

- **T1 (Top-Down Information Treatment)**: six weeks prior to the launch of the the baseline survey, which is expected to last for six weeks, school administrators will receive an email from the Ministry of Health with information on the online training. The Ministry of Health sender identity will be made salient by a) the institutional sender email b) email signature c) header institutional logo, and d) sender name in the opening of the email body. The email will include a text and graph portraying the prevalence of youth mental health challenges, a school-unique link to enrollment, and encouragement to share the school-unique registration link with school staff for their registration. Please refer to Appendix A for the email content and design. School administrators will receive a follow-up email 2.5 weeks later containing the same information in the same format, apart from slight adjustments in the subject and opening line, which frame the email as a follow-up. Please refer to Appendix I for a PDF of the T1 email. At the close of the baseline survey, school staff from the surveyed subset of 243 schools will be briefly shown the email text – free of any sender identity – to check whether they had received or seen it before. This serves as a check for dissemination and spillovers.
- **T2 (Bottom-Up Information Treatment)**: six weeks prior to the launch of the the baseline survey, which is expected to last for six weeks, school administrators will receive an email from a Student Union of Lithuania with information on the online training. The email will be identical to T1 except for The Student Union of Lithuania sender identity, made salient by a) the institutional sender email b) email signature c) header institutional logo, and d) sender name in the opening of the email body. School administrators will receive a follow-up email 2.5 weeks later containing the same information in the same format, apart from slight adjustments in the subject and opening line, which frame the email as a follow-up. Please refer to Appendix I for a PDF of the T2 email. At the close of the baseline survey, school staff will be briefly shown the email text – free of any sender identity – to check whether they had received or seen it before. This serves as a check for dissemination and spillovers.

- **Control (Status Quo)**: school administrators will receive no direct email from the research team regarding the online training. Following the baseline survey, school staff from the surveyed subset of 243 schools will be briefly shown the email text – free of any sender identity – to check whether they had received or seen it before. This serves as a check for dissemination and spillovers.

3.2 Intervention 2

Public administrators in government offices support schools with budgetary and programmatic decisions related to youth mental health. These officials may rely on subjective beliefs about user group characteristics rather than objective data for related decision-making (Chen et al., 2016; Malmendier et al., 2017; Somani and Rogger 2018; Hjort et al., 2019; Liaqat, 2019; Nellis et al., 2019). Public administrators may have skewed beliefs about the prevalence of mental health challenges and the efficacy of youth mental health programs that lead to poor policy making. Accordingly, correcting information and perceptions about user groups may impact decision-making and improve the quality of mental health service provision (Jensen 2010, Keiser 2010, Baseler 2020, Burzтын, Gonzalez and Yanagizawa-Drott 2020, Hjort et al. 2019).

We will attempt to correct the information and shift the perceptions of public administrators by exposing them to the same informational content as in Intervention 1. It is noteworthy that this content, as well as the training, is aimed at school administrators but may nevertheless be relevant to public administrators. Prior to the baseline survey, we will randomize 1,165 public administrators from federal institutions, municipalities, and public health bureaus between two treatments and one control group.

- **T1 (Top-Down Information Treatment)**: towards the beginning of the baseline survey, public administrators will be shown an email identical to the one used in T1 of Intervention 1. This email can be found in Appendix I. At the close of the baseline survey, public administrators who express interest in registering for the training, which is publicly open to any interested participants, will receive an individual-unique link to enroll.
- **T2 (Bottom-Up Information Treatment)**: towards the beginning of the baseline survey, public administrators will be shown an email identical to the one used in T2 of Intervention 1. This email can be found in Appendix I. At the close of the baseline survey, public administrators who express interest in registering for the training, which is publicly open to any interested participants, will receive an individual-unique link

to enroll.

- Control (**Status Quo**): public administrators will not be shown any email related to the online training at the beginning of the survey. At the close of the baseline survey, public administrators who express interest in registering for the training, which is open to any interested participants, will receive an individual-unique link to enroll. Then, public administrators will be briefly shown the email text of T1 and T2 of Intervention 1 – free of any sender identity – to check whether they had received or seen it before. This serves as a check for dissemination and spillovers.

4 Sampling and Assignment

4.1 Sampling: Survey

We sample 2,380 public administrators in Lithuania across different sectors and tiers of government. The sample breakdown is as follows:

- 200 public administrators from 5 federal institutions
- 236 public administrators from 40 public health bureaus
- 729 public administrators from 40 municipalities
- 1,215 school staff from 243 schools

This distribution of sample across institutions was chosen based on budgetary and statistical-power calculations for our main analyses of interest, which include an experiment at the school level, an experiment at the public-administrator level, and descriptive analyses comparing variables of interest across tiers of government.

4.1.1 Federal Sample

The federal institutions are chosen based on the relevance of their policy focus to youth mental health and the federal public administrator sample was selected randomly, stratified by position and unit. Specifically, we randomly select 5 units, then we pick a manager and up to 10 non-managerial public administrators from each of these units, aiming for 40 total respondents per institution. If this overfills the sample, we drop the excess number of non-managerial public administrators from the largest unit. If this does not fill the sample, we select random public administrators from other units.

4.1.2 Public Health Bureau Sample

There are 48 public health bureaus in Lithuania, of which we randomly select 39. We fix Vilnius City (the capital) in the sample, rounding the public health bureau sample out to 40. We sample the entire staff list of public health bureaus public administrators excluding public health specialists that work directly at schools.

4.1.3 Municipality Sample

In most cases (38 out of 48) a public health bureau can be matched one-for-one with a municipality. In 10 cases, a public health bureau is linked to more than one municipality (up to 3). Within our sample, 7 of 40 public health bureaus, including Vilnius, are linked to more than one municipality. To select municipalities, we undertake the following approach: when a public health bureau within the sample is linked to one municipality, we sample that municipality; when a public health bureau within the sample is linked to multiple municipalities, we randomly select one municipality. We therefore sample 39 random public health bureaus and Vilnius City public health bureau, for a total of 40 public health bureaus, and 39 municipalities and Vilnius City municipality, for a total of 40 municipalities.

We then set bounds on the municipality sample for budgetary and power reasons. For municipalities, we set a maximum of 22 and a minimum of 12 and a target of 30% if the bounds are non-binding. For municipality public administrators, we stratify by position and unit. We first always pick an education unit, its manager and up to 7 non-managerial public administrators from that unit. Then we pick up to two more units, their managers, and up to 7 non-managerial public administrators from each of those units. If this overfills the sample, we drop the excess number of public administrators from the largest unit. If this does not fill the sample, we select random public administrators from other units.

4.1.4 School Sample

Our study is most relevant for older students in general education. We therefore restrict our target school population to those teaching some subset of grades 9-12, a population of 551 schools. For budgetary and power reasons, we limit the number of schools per municipality to be sampled to 7. We therefore sample either 7 or the census of relevant schools in the municipality. In total, this makes 243 schools.

From each school we sample 5 school staff: the school principal; the relevant staff for student psychological support (where possible, a psychologist, if not a social pedagogue or another special education specialist, in that order of preference); and 3 teachers.

4.2 Sampling: Intervention 1

The target population for Intervention 1 is all secondary schools in Lithuania, a total of 1014 schools and their school administrator (each school has a single school administrator). Of these, 551 are schools (school administrators) responsible for teaching grades 9-12, of which 243 are sampled in our survey.

4.2.1 Assignment: Intervention 1

We separate the full sample of 1014 schools in Lithuania into 3 categories relevant for our study: 1. schools in the survey sample; 2. schools not in the survey sample but eligible (a grade 9-12 school); 3. schools not in the survey sample and not eligible.

Within each category, we order schools based on a random number drawn from a uniform distribution in Microsoft Excel. We then allocate observations with the smallest one-third of random numbers to the control group in our experiment; the middle-third to T1; and the top-third to T2.

The assignment was conducted within Microsoft Excel in order to be able to clearly share and explain the methodology and assignment process with government counterparts and the survey firm.

A summary of assignment is presented below in table 1:

Table 1: Treatment Assignment: Intervention 1

| | Not Eligible for Survey | Eligible and Not in Survey | Survey Sample |
|---------------|-------------------------|----------------------------|---------------|
| Control Group | 154 | 101 | 83 |
| Treatment 1 | 155 | 102 | 81 |
| Treatment 2 | 154 | 104 | 80 |

4.3 Sampling: Intervention 2

The sample for Intervention 2 includes baseline survey respondents who are public administrators from federal institutions, municipalities, and public health bureaus. As Intervention 2 occurs within the baseline survey, refer to Subsection 4.1 for a description of the survey sampling procedure.

4.3.1 Assignment: Intervention 2

We randomly assign public administrators to the control group, T1 and T2 using a random number generated from within the online survey platform (SurveyCTO).

4.4 Causal Chain

Intervention 1 seeks to decrease school staff stigma against mental health and increase their knowledge on the prevalence of youth mental health challenges; promote the online mental health literacy training among school staff; and increase email distribution among the school staff. The email content may raise awareness of youth mental health challenges and of the role school staff can play in assuaging these difficulties. Through heightened awareness of challenges, roles, and opportunities to make an impact through training, school staff may be impelled click on the registration, enroll, and participate. Participation in the training may subsequently impact school-level outcomes like test scores and mental health indicators. Though unlikely, it is also possible that exposure to the email itself, irrespective of training participation, may may impact school-level outcomes by triggering shifts in school staff behavior and practices.

Intervention 2 presents information that seeks to decrease public administrators' stigma against mental health and increase their knowledge on the prevalence of youth mental health challenges. Through shifting stigma and knowledge, Intervention 2 aims to increase budgetary preferences towards mental health programming; increase interest in receiving more information on youth mental health; and increase interest in partaking in initiatives related to youth mental health.

In both interventions, we will analyze the extent to which the identity of the sender may impact the outcomes of interest. In Intervention 2, we predict that the impact of T1 will be greater on individuals who are more career-driven and who display characteristics that indicate adherence to hierarchy; and we expect that the impact of T2 will be greater on individuals driven by a social mission and who display characteristics less indicative of adherence to hierarchy. For individuals who report attitudes that correlate with hierarchical culture and mindset, we expect T1 to have a greater impact. We expect the relative impact of each treatment to be driven by the extent to which individuals know who the sender is and the extent to which they see the sender as experienced, honest, legitimate, trustworthy, and a preferred source of information.

4.5 Data and Outcomes

This research will use 10 key datasets.

- Dataset 1: baseline survey conducted with 2380 public administrators and school staff in Lithuania [individual level]. Refer to the questionnaires in the Appendix.
- Dataset 2: SSKC (Health Care Professionals and Pharmaceutical Competence Center) mental health literacy online training data on registration, participation, and performance [individual level]
- Dataset 3: National Agency for Education data on school personnel age, gender, position, education level, tenure and qualification category [individual level]
- Dataset 4: National Agency for Education data on exam grades, number of students, number of grade-classes, prevention program prevalence, number of special needs students (number of students with general educational, behavioural and emotional, intellectual, movement, speech, hearing, complex, vision, developmental, and specific educational disorders) [school level]
- Dataset 5: link tracking data for online training website [IE1 school level, IE2 individual level]
- Dataset 6: email engagement data on unique and overall opens, deduced forwards, and clicks [IE1 school level]
- Dataset 7 (tentative, subject to available resources): endline survey conducted with a sample drawn from the same population of public administrators and school staff in Lithuania as per the baseline survey [individual level]
- Dataset 8 (tentative, subject to access): data on local citizens' perceptions towards the local government from social media platforms including Twitter, LinkedIn, and Facebook [public health bureau level]
- Dataset 9 (tentative, subject to availability): National Agency for Education student assessment data on emotional well-being in schools [school level]
- Dataset 10 (tentative, subject to access): HBSC nationally representative student survey data on mental health, bullying, and behavioral outcomes [school, public health bureau, or municipal level]
- Dataset 11 (tentative, subject to access): budgets of Ministries, municipalities, Public Health Bureaus, and schools.

4.6 Outcome Variables

In this section, we list the primary and secondary outcome variables we will use in our analysis. We hypothesize that our interventions will have the strongest potential effect on primary outcomes, which occur in the short term. They may also have medium-to-long term effects on secondary outcomes, though we anticipate these effects to be smaller and potentially much harder to detect given our design and sample size.

4.6.1 Primary Outcome Variables

Our short-term primary outcome variables are detailed below. We separate these into those that we measure through the survey (and are therefore available only for the surveyed sample of individuals) and those from administrative and other data (and are available for the full sample of individuals included in the analyses described below).

Primary outcome variables from Dataset 1 [individual level data for school staff and public administrators] include the following questions. Please refer to the full questionnaire, which includes the questions and choices sets for the below referenced variables and modules, in the Appendix.

- Engagement with and diffusion of email (IE1): MAILCHECK_01-03, INFO_03-07
- Immediate interest in and preferences toward mental health initiatives and programming, including:
 - Self-reported hours individual is willing to dedicate annually to mental health capacity-building and training: CONC_01
 - Interest in participating in cross-institutional intervention for youth mental health programming: CONC_02
 - Interest in participating in online training CONC_04
 - The respondent’s perceptions of and preferences for budget allocations to the policy area of mental health (IE2): MHBUD_17_01-05
 - Interest in receiving follow-up information on mental health via text or email: CONC_05
- Stigma towards mental health, as measured by an index and individual indicators: STIGMA_16_01-08a

- Knowledge of youth mental health prevalence, as measured by an index and individual indicators: NMH_19_00-05, SMH_26_01-07
- Perception of impact of prevention programs in school: SPMH_23_01-08, PP_24_04-08 (IE1)
- Perceptions and preferences for mental health training: TR_25_01-13 (IE1)
- School staff self-reported applied behavior on student mental health and attitudes towards school-level mental health practices: SSR_22_01-13 (IE1)

Primary outcome variables from Dataset 2, Dataset 5, and Dataset 6, as described in Section 4.5, include:

- Dataset 2: online training data on registration, participation, and performance [individual level (IE1, IE2), aggregate school level (IE1)], including:
 - A binary indicator equal to one if the respondent participates in a mental health training course and zero if not
 - A binary indicator equal to one if the respondent completes a mental health training course and zero if not
 - The respondent’s score in the assessment associated with the mental health training course
- Dataset 5: clicks into online training registration link [school level (IE1), individual level (IE2)]
- Dataset 6: email engagement including opens, clicks, and forwards [school level (IE1)]

4.6.2 Secondary Outcome Variables

Our secondary outcome variables, which are medium- to long-term, include:

- Dataset 7: subject to resources to collect endline data [individual level], including:
 - The respondent’s hypothetical budget allocation to the policy area of mental health, collected during the survey (IE2): MHBUD_17_01-05
 - Stigma towards mental health: STIGMA_16_01-08a,
 - Knowledge of youth mental health prevalence: NMH_19_00-05, SMH_26_01-07
 - Perception of impact of prevention programs in school: SPMH_23_01-08, PP_24_04-08 (IE1)

- Perceptions and preferences for mental health training: TR_25_01-13 (IE1)
- School staff self-reported applied behavior on student mental health and attitudes towards school-level mental health practices: SSR_22_01-13 (IE1)
- Dataset 4: subject to availability, future measures of student attainment and future number of special needs students, including number of students with general educational, behavioural and emotional, intellectual, movement, speech, hearing, complex, vision, developmental, and specific educational disorders [school level]
- Dataset 8: subject to availability, we will construct an index of positive-sentiment perceptions towards local service delivery using natural language processing of Twitter, LinkedIn, and Facebook data, categorising feeds into positive/negative sentiments following Braley (2021). [municipality level]
- Dataset 9: subject to availability, student assessments of emotional well-being [school level]
- Dataset 10: subject to availability, HBSC nationally representative student survey data on mental health, bullying, and behavioral outcomes [school, public health bureau, or municipal level]
- Dataset 11: subject to availability, Ministries, municipalities, public health bureaus, and school budgets.

5 Empirical Analysis

5.1 Analysis

To analyse Intervention 1, for individual-level outcomes we will run the following form of regression:

$$y_{i,s(i),m} = \alpha + \beta_1 T_{s(i)}^1 + \beta_2 T_{s(i)}^2 + \delta' X_i + \lambda' X_{s(i)} + \phi' X_m + u_{i,s(i),m} \quad (1)$$

Where $y_{i,s(i)}$ is one of the outcomes of interest described in Section 4.6 associated with individual i in school $s(i)$. $T_{s(i)}^1$ and $T_{s(i)}^2$ are the treatment indicators that index whether school $s(i)$ was assigned to either T1 or T2, respectively. X_i contain a series of individual controls; $X_{s(i)}$ a series of school-level controls; and X_m a series of municipality-level controls. We will cluster standard errors at the level of the treatment, at the school level. We will also report the results using standard corrections for multiple hypothesis testing.

For non-survey-based primary outcome variables, specified in section 4.6, we conduct the analysis on all individuals who have enrolled in the online training from the full sample of 1014 schools. For this sample we include the following control variables:

- School-level variables
 - School type (grade levels, vocational schools)
 - Whether the school is private vs. public
 - Baseline number of special needs students
 - Baseline measures of student attainment
 - Baseline number of prevention programs
 - Baseline number of students
 - School staff average age, tenure, educational level, fraction of women, share by qualification category
- Municipality-level variables
 - Municipality fixed effects

For survey-based primary outcome variables, specified in section 4.6, we restricted to the sample of individuals that are included in the survey, but are able to include a richer set of control variables. We will conduct analyses at the individual school staff level and will control for:

- School-level variables
 - School type (grade levels, vocational school)
 - Whether the school is private vs. public
 - Baseline number of special needs students
 - Baseline measures of student attainment
 - Baseline number of prevention programs
 - Baseline number of students
 - Z-score of the organizational management practices of the principal, composed of TAR_25_01-03, INCOMON_26_01-03, STAND_27_01-02, PERS_28_01-02, DATA_29_01-02, ADOPT_30_01-02, INV_31_01, PERFINC_32_01-03, STAFF_33_01-03

- Survey strata fixed effects
 - Municipality fixed effects (absorbing fixed effects for the [larger] jurisdiction of the public health bureau)
 - Indicators for the school staff position/role
- Individual-level variables
 - Demographics: gender, age, educational attainment, indicator for any children
 - Experience
 - Tenure
 - Rank, Qualification category, contract type, subjects taught (teachers), grades worked with (teachers)

For school-level outcomes and analyses of individual outcomes aggregated at the school level we will run the following form of regression:

$$y_{s(i),m} = \alpha + \beta_1 T_{s(i)}^1 + \beta_2 T_{s(i)}^2 + \lambda' X_{s(i)} + \phi' X_m + u_{s(i),m} \quad (2)$$

where all the variables are defined as above. Our control variables will include:

- School-level variables
 - School type (grade levels, vocational school)
 - Whether the school is private vs. public
 - Baseline number of special needs students
 - Baseline measures of student attainment
 - Baseline number of prevention programs
 - Baseline number of students
 - School average age, tenure, educational level, fraction of women, share of school personnel by qualification category
 - Z-score of organizational management practices composed of TAR_25_01-03, IN-COMON_26_01-03, STAND_27_01-02, PERS_28_01-02, DATA_29_01-02, ADOPT_30_01-02, INV_31_01, PERFINC_32_01-03, STAFF_33_01-03
- Municipality-level variables

- Municipality fixed effects (absorbing fixed effects for the [larger] jurisdiction of the public health bureau)

To analyse Intervention 2, we will run the following form of regression:

$$y_i = \alpha + \beta_1 T_i^1 + \beta_2 T_i^2 + \delta' X_i + \lambda' X_{o(i)} + u_i \quad (3)$$

where the variables are defined as above. i indexes individual and $o(i)$ indexes the organization the individual belongs to; and $X_{o(i)}$ represents a series of controls for the organization. In Intervention 2, the treatment is randomized at the individual level. We will, therefore, use robust standard errors for inference. We will also report the results using standard corrections for multiple hypothesis testing.

Our analysis will be restricted to the set of individuals participating in the survey and to the survey-based primary outcome variables outlined in section 4.6. We will include the following control variables in the analysis:

- Survey strata fixed effects
 - Fixed effects for the jurisdiction of the public health bureau
 - Indicators for the official’s job role
- Individual-level variables
 - Demographics: gender, age, educational attainment, indicator for any children
 - Experience
 - Rank, contract type
 - Z-score of organizational management practices composed of TAR_25_01-04, INCOMON_27_01-03, AUTROL_28_01-04, AUTFLE_29_01-05, INV_30_01-04, PERFINC_31_01-03, STAFF_32_01-02

6 Non-Compliance

Here we describe how we deal with issues related to non-compliance in our two interventions.

6.1 Non-Compliance: Intervention 1

6.1.1 School Administrators

In Intervention 1, there are a few reasons for which **school administrators** may not receive the intended treatment:

1. The school administrator may never receive the email due to an incorrect or not-in-use email address, a bounced email, or because the email was filtered out of the inbox folder.
2. Even if the school administrator does receive the email in a working inbox, they may not open the email.
3. The school administrator may be forwarded an email from another institution assigned to a distinct treatment group.
4. Someone other than the school administrator may be the first person to open the school email and choose not to inform the school administrator

We measure and account for imperfect compliance of school administrators with the following variables, which allow us to instrument for actual take-up with treatment assignment.

1. Metrics on whether email bounced back (Dataset 6)
2. Metrics on whether email was opened (Dataset 6)
3. Survey data on whether respondent has seen the email, who forwarded it to them, and who the original sender of the email was (Dataset 1): MAILCHECK_01-03, INFO_03-07

6.1.2 School Staff

While school administrators receive direct treatment, the intervention encourages the dissemination of the treatment across school staff. For this reason, proper compliance would see that school staff receive either the same treatment as that assigned to their school administrator or no treatment at all. In addition to the reasons listed for school administrator non-compliance, school staff may not receive the treatment assigned to their school administrator if administrators do forward the email to school staff. This scenario is in part anticipated and not disruptive to the research design.

We measure and account for imperfect compliance of school administrators with the following variables, which allow us to instrument for actual take-up with treatment assignment.

1. For schools included in Dataset 1, we measure and account for imperfect compliance of school staff through data on whether school staff have seen the email, who forwarded it to them, and who the original sender of the email was (Dataset 1): MAILCHECK_01-03, INFO_03-07
2. For individuals who enroll in the online training, we monitor potential exposure to unassigned treatment through a question on who recommended the training to the individual (Dataset 2)

6.2 Non-Compliance: Intervention 2

In Intervention 2, public administrators may not receive the intended treatment for the following reasons:

1. Technical survey issues
2. The respondent does not read email during survey
3. The respondent may be forwarded an email from another institution or individual assigned to any treatment group in Intervention 1 prior to the survey

We measure and account for imperfect compliance of public administrators with the following variables, which allow us to instrument for actual take-up with treatment assignment.

- Survey data on whether respondent has seen the email, who forwarded it to them, and who the original sender of the email was (Dataset 1): MAILCHECK_01-03, INFO_03-07
- Indicator for whether the email was shown or not (Dataset 1) and reasons for which it was not: INFO_01
- Time respondent spent reading email (Dataset 1): MAILCHECK_start_timestamp, MAILCHECK_end_timestamp
- Enumerator rating of respondent attention to email (Dataset 1): INFO_02

7 Heterogeneity

We plan to explore heterogeneity in the treatment effects in terms of:

- Management practices (Dataset 1, composite measures outlined above)

- Baseline school size, baseline school staff make-up, baseline school-level number of special needs students (Datasets 3 and 4, IE1)
- Proxies for organizational culture, how inclusive and receptive of new ideas the organization is (Dataset 1, IE1): ADOPT_30_01, ADOPT_30_02, PERS_28_01, SSR_22_03, TW_12_08, SPMH_23_01-07, (Dataset1, IE2): TW_12_08 , BCB_13_03-06, AUTFLE_29_01-05
- Tenure DEM_04_06-07 (Dataset 1)
- Indicator for participation in previous training in the domain of mental health TR_25_07-08 (Dataset 1, IE1)
- Indicators for what attracted the individual to the Public Sector and respondents' reported mission in the Public Sector SEL_05_06 MOT_10_01 (IE2)
- Indicators for importance of career advancement versus serving the community and motivation for working on tasks that benefits others VID_01-VID_02

8 Mechanisms

8.1 Receiving the Information

We plan to analyse whether individuals received the information contained in the intervention; the soft mechanisms, including personality traits and civil servant motivations, by which each intervention triggered change; and the concrete ways through which this information spread. To this end, we measure:

- Email engagement data on unique and overall opens, deduced forwards, and clicks (Dataset 6, IE1)
- Engagement with and diffusion of email (Dataset 1, IE1): MAILCHECK_01-03, INFO_03-07
- Online training link clicks (Dataset 5)
- Whether the respondent ever saw the email prior to the survey (Dataset 1): MAILCHECK_01-03, INFO_03-07
- Whether and why the school staff, including school administrators, forwarded or did not forward the information about the training: (Dataset 1) MAILCHECK_01-03, INFO_03-07

- Information retention of mental health knowledge mentioned in treatment(Dataset 1): NMH_19_00-05

8.2 Beliefs on the training

For survey respondents to the school questionnaire, we will ask a set of questions on the beliefs respondents hold regarding the training. We will measure:

- The extent to which the respondent thinks that the training will be useful (Dataset 1, IE1): TR_25_04
- The extent to which the respondent thinks that their bosses care about the training (Dataset 1, IE1): TR_25_05
- The constraints that the respondents think will prevent them from taking up the training (Dataset 1, IE 1): CONC_03, TR_25_06 (IE1)

8.3 Sender effect

For survey respondents, we also plan to analyse the extent to which the identity of the sender may differently impact the outcomes of interest. To this end, we measure:

- Indicators for what attracted the individual to the Public Sector and respondents' reported mission in the Public Sector SEL_05_06 MOT_10_01 (IE2)
- Indicators for importance of career advancement versus serving the community and motivation for working on tasks that benefits others VID_01-VID_02
- Indicator for whether the respondent knows what the Ministry of Health and Student Union of Lithuania are (Dataset 1): MSNG_03
- The extent to which the respondent believes the average officer in the Ministry of Health/average student in the Student Union of Lithuania is trustworthy, experienced, likable, and honest (Dataset 1): MSNG_01-MSNG_02
- Whether the respondent would rather receive information on youth mental health from The Ministry of Health or the Lithuanian Student Union (Dataset 1): MSNG_03
- Whether the respondent has children, as this may influence receptiveness to a message from the Student Union of Lithuania (Dataset 1): DEM_04_03

Appendix A Appendix

This section contains a replica of the emails and the design for Intervention 1 in English (Subsections A.1) and in Lithuanian (Subsection A.2 and A.3). This section also contains the school staff and public administrator questionnaires.

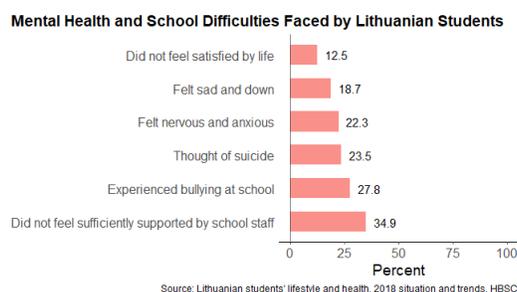
A.1 Intervention 1: Email T1 and T2 (English Translation)

Subject: Opportunity to improve the mental health literacy of staff in [NAME OF SCHOOL]

Sender: [MINISTRY OF HEALTH or YOUTH STUDENT UNION]

To leadership of [SCHOOL NAME],

[THE MINISTRY OF HEALTH or YOUTH STUDENT UNION] is pleased to announce a new free, eight-hour distance learning course to increase the mental health literacy of school staff. The training aims to increase school staff knowledge about youth mental health; facilitate the recognition of students' mental health difficulties; and create a learning environment conducive to student mental health. [FIND TRAINING HERE <link>] Studies show that emotional and behavioural difficulties are very common among youth - around half of mental health disorders start by age 14. The ongoing Covid-19 pandemic is having an even more negative impact on children's emotional well-being, with an increasing number of children experiencing mental and behavioral difficulties. **School staff are more important than ever** in helping to ensure the mental health of young people.



The mental health literacy course is created by experts and open to all school staff in the country. Around 500 employees of Lithuanian schools have already completed the training. We invite you to take this opportunity to encourage your school staff to acquire the professional qualifications, knowledge, and skills that are essential during this difficult period.

The course is free of charge and remote, staff can take part in it on their own time and intensity level, and upon completion of the training, all participants will receive a certificate from Vilnius University, which can be used for professional development.

Please share this information with your school staff by **forwarding this e-mail** and inviting them to participate in the training. Other schools have already been informed.

We thank you for your co-operation.

Sincerely,

[THE MINISTRY OF HEALTH or YOUTH STUDENT UNION]

A.2 Intervention 1: Email T1 and T2 (Lithuanian)

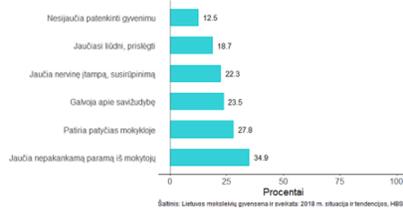
Mokyklos vadovams,

Sveikatos apsaugos ministerija džiaugiasi galėdama Jus pakviesti dalyvauti nemokamuose nuotoliniuose 8 val. trukmės mokymuose, **skirtuose mokyklų darbuotojų raštingumui psichikos sveikatos srityje didinti**. Mokymų tikslas – padidinti mokyklos darbuotojų žinias apie vaikų ir jaunimo psichikos sveikatą, gebėjimus atpažinti mokinių psichikos sveikatos sunkumus, ir kurti vaikų ir paauglių psichikos sveikatai palankesnę mokymosi aplinką.

MOKYMUS RASITE ČIA

Moksliniai tyrimai rodo, jog didelė dalis jaunuolių patiria emocinių ir psichikos sveikatos sunkumų – apie pusę suaugusiųjų patiriamų psichikos sveikatos problemų prasideda iki 14 metų amžiaus. Besitęsianti Covid-19 pandemija dar labiau neigiamai veikia vaikų emocinę savijautą, daugėja psichikos ir elgesio sunkumų patiriančių vaikų. **Todėl šiandien mokyklos darbuotojai yra kaip niekad svarbūs padedant užtikrinti jaunimo psichinę sveikatą.**

Lietuvos moksleivių psichikos sveikatos ir kiti mokykloje kylantys sunkumai



Mokyklų darbuotojų raštingumo psichikos sveikatos srityje didinimo mokymai yra sukurti psichikos sveikatos ekspertų ir atviri visiems šalies mokyklų darbuotojams. Prie šių mokymų jau prisijungė apie 500 Lietuvos mokyklų darbuotojų. Kviečiame ir Jus pasinaudoti šia galimybe ir paskatinti Jūsų mokyklos darbuotojus įgyti šiuo sudėtingu laikotarpiu itin reikalingų profesinių kvalifikacijų, žinių ir įgūdžių.

Mokymai yra nemokami ir nuotoliniai, juose galima dalyvauti Jums patogiu laiku ir intensyviu, o **visiems mokymus baigusiems dalyviams suteikiamas VU patvirtintas dalyvavimo mokymuose sertifikatas, kurį galima naudoti kvalifikacijos kėlimui.**

Prašome pasidalinti šia informacija su savo mokyklos darbuotojais **persiunčiant šį laišką** ir pakviečiant juos dalyvauti mokymuose. Kitos mokyklos jau informuotos.

Dėkojame už bendradarbiavimą.

Pagarbiai,



Lietuvos Respublikos
Sveikatos apsaugos ministerija
Vilniaus g. 33, LT-01506
Nemokama linija ir pasitikėjimo telefonas 8 800 66 004
sam.lrv.lt | ministerija@sam.lt



Mokyklos vadovams,

Lietuvos moksleivių sąjunga džiaugiasi galėdama Jus pakviesti dalyvauti nemokamuose nuotoliniuose 8 val. trukmės mokymuose, skirtuose mokyklų darbuotojų raštingumui psichikos sveikatos srityje didinti. Mokymų tikslas – padidinti mokyklos darbuotojų žinias apie vaikų ir jaunimo psichikos sveikatą, gebėjimus atpažinti mokinių psichikos sveikatos sunkumus, ir kurti vaikų ir paauglių psichikos sveikatai palankesnę mokymosi aplinką.

MOKYMUS RASITE ČIA

Moksliniai tyrimai rodo, jog didelė dalis jaunuolių patiria emocinių ir psichikos sveikatos sunkumų – apie pusę suaugusiųjų patiriamų psichikos sveikatos problemų prasideda iki 14 metų amžiaus. Besitęsianti Covid-19 pandemija dar labiau neigiamai veikia vaikų emocinę savijautą, daugėja psichikos ir elgesio sunkumų patiriančių vaikų. **Todėl šiandien mokyklos darbuotojai yra kaip niekad svarbūs padedant užtikrinti jaunimo psichinę sveikatą.**

Lietuvos moksleivių psichikos sveikatos ir kiti mokykloje kylantys sunkumai



Šaltinis: Lietuvos moksleivių gyvenimo ir sveikatos 2018 m. situacija ir tendencijos, HBSC

Mokyklų darbuotojų raštingumo psichikos sveikatos srityje didinimo mokymai yra sukurti psichikos sveikatos ekspertų ir atviri visiems šalies mokyklų darbuotojams. Prie šių mokymų jau prisijungė apie 500 Lietuvos mokyklų darbuotojų. Kviečiame ir Jus pasinaudoti šia galimybe ir paskatinti Jūsų mokyklos darbuotojus įgyti šiuo sudėtingu laikotarpiu itin reikalingų profesinių kvalifikacijų, žinių ir įgūdžių.

Mokymai yra nemokami ir nuotoliniai, juose galima dalyvauti Jums patogiu laiku ir intensyvumu, o visiems mokymus baigusiems dalyviams suteikiamas VU patvirtintas dalyvavimo mokymuose sertifikatas, kurį galima naudoti kvalifikacijos kėlimui.

Prašome pasidalinti šia informacija su savo mokyklos darbuotojais persiunčiant šį laišką ir pakviečiant juos dalyvauti mokymuose. Kitos mokyklos jau informuotos.

Dėkojame už bendradarbiavimą.

Pagarbiai,



Lietuvos moksleivių sąjunga
Mob. tel.: +370 679 13377
El. paštas: lms@moksleiviai.lt

A.3 Intervention 1: Email Control (Lithuanian)

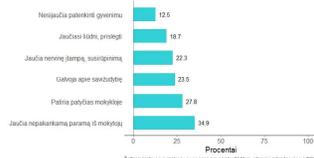
Mokyklos vedovams,

Džiaugiamės galėdami Jus pakviesti dalyvauti nemokamuose nuotoliniuose 8 val. trukmės mokymuose, skirtuose mokyklų darbuotojų raištingumui psichikos sveikatos srityje didinti. Mokymų tikslas – padidinti mokyklų darbuotojų žinias apie vaikų ir jaunimo psichikos sveikatą, gebėjimus atpažinti mokinių psichikos sveikatos sunkumus, ir kurti vaikų ir paauglių psichikos sveikatai palankesnę mokymosi aplinką.

MOKYMUS RASITE ČIA

Moksliniai tyrimai rodo, jog didelė dalis jaunuolių patiria emocinių ir psichikos sveikatos sunkumų – apie pusę suaugusiųjų patiriamų psichikos sveikatos problemų prasideda iki 14 metų amžiaus. Besitęsianti Covid-19 pandemija dar labiau neigiamai veikia vaikų emocinę savijautą, daugėja psichikos ir elgesio sunkumų patiriančių vaikų. **Todėl šiandien mokyklos darbuotojai yra kaip niekad svarbūs padedant užtikrinti jaunimo psichinę sveikatą.**

Lietuvos moksleivių psichikos sveikatos ir kitų mokykloje kylamų sunkumai



Šaltinis: Lietuvos moksleivių psichikos sveikata, 2018 m. apklausa ir tyrimas, HECO

Mokyklų darbuotojų raištingumo psichikos sveikatos srityje didinimo mokymai yra sukurti psichikos sveikatos ekspertų ir atviri visoms šalies mokyklų darbuotojams. Prie šių mokymų jau prisijungė apie 500 Lietuvos mokyklų darbuotojų. Kviečiame ir Jus pasinaudoti šia galimybe ir paskatinti Jūsų mokyklos darbuotojus įgyti šiuo sudėtingu talkotarpiu itin reikalingų profesinių kvalifikacijų, žinių ir įgūdžių.

Mokymai yra nemokami ir nuotoliniai, juose galima dalyvauti Jums patogiu laiku ir intensyviau, o visiems mokymus baigusiems dalyviams suteikiamas VU patvirtintas dalyvavimo mokymuose sertifikatas, kurį galima naudoti kvalifikacijos kėlimui.

Prašome pasidalinti šia informacija su savo mokyklos darbuotojais **persiunčiant šį laišką** ir pakvičiant juos dalyvauti mokymuose. Kitos mokyklos jau informuotos.

Dėkojame už bendradarbiavimą.

Pagarbiai,

A.4 Questionnaires

Lithuania Public Sector Survey

PUBLIC SCHOOL track

INFORMATION FORM

To be distributed sent via email prior to survey.

- Title of the research project: Optimizing the Service Delivery Chain for Youth Mental Health in Lithuania
- PIs:
 - Michael Best, 420 West 118th Street, Room 1105^a, New York, NY, 10027, USA, Michael.best@columbia.edu
 - Daniel Chen, 1818 H St. NW, Washington DC, 20433, USA, dchen9@worldbank.org
 - Alessandra Fenizia, 2115 G St. NW, Room 364 Washington, DC, 20052, USA, afenizia@email.gwu.edu
 - Gianmarco León, Calle Ramon Trias Fargas 23-24, Jaume I Building 20.2E16, Barcelona, 0805, Spain gianmarco.leon@upf.edu
 - Zahid Hasnain, 1818 H St. NW, Washington DC, USA 20433, zhasnain@worldbank.org
 - Patricia Paskov, 1818 H St. NW, Washington DC, USA 20433, ppaskov@worldbank.org
 - Daniel Rogger, 1818 H St. NW, Washington DC, USA 20433, drogger@worldbank.org
 - Ravi Somani, 1818 H St. NW, Washington DC, USA 20433, rsomani@worldbank.org
- Institution: World Bank
- Funding agency: This project is funded by The European Commission Part II Europe 2020 Programmatic Single-Donor Trust Fund (*Trust Fund No. TF073353, EC Contract No. 2019CE160AT048*)
- Objectives and duration of the project: The goal of this study is to understand the service delivery chain of youth health services in Lithuania and, more generally, the needs of and challenges faced by our public officials. The findings of this study will be used to design and implement measures to make the civil service and youth health policies in Lithuania better managed, and more effective in achieving its goals. It will also inform research on how civil services work around the world and how the challenges civil servants face can be best overcome. The duration of this project is 24 months. Personal data will be retained for a period of five years following data collection.
- Methodology and participation: If you agree to participate in this study, we will ask you questions related to your experiences with and attitudes on your work in the public sector; and your perceptions related to health topics. The interview shall take place over video. The interview should last about 45 minutes. We may contact you again in 18 months for a follow-up survey. If so, we will ask you again whether you consent to participate and you may choose whether you will consent to participate at that time.
- Randomization: If you decide to provide contact information at the end of the survey, you may also receive follow-up messages about youth mental health topics via text

or email. Participants will be randomly assigned to the frequency and framing of follow-up information. You will be fully informed about the information version to which you have been randomly assigned.

- Privacy: No one outside of the research team – including no one in government – will be able to trace your individual responses. In order to make data only accessible to research team members, physical data will be stored in a locked secure location and digital data will be stored with access control systems. In the event of data publication, only anonymous data will be published. Anonymized data may be hosted or published in a public repository.
- Compensation: Your participation will not be compensated.
- Risks and benefits: Participating in this study does not entail risks greater than those ordinarily encountered in daily life. We cannot and do not guarantee that you will receive any benefits from this study.
- Voluntary participation: Your participation in this study is completely voluntary and you are free to choose whether to be in it or not. If you choose to be in this study, you may subsequently withdraw from it at any time without penalty or consequences of any kind.
- Contact information: If you have any question about this study, you may contact Gailius Praninskas (gpraninskas@worldbank.org) or Patricia Paskov (ppaskov@worldbank.org).

If you have doubts, complaints, or questions about this study or about your rights as a research participant, you may contact UPF's Institutional Committee for the Ethical Review of Projects (CIREP) by phone (+34935422186) or by email (secretaria.cirep@upf.edu). CIREP is not part of the research team and will treat any information you send confidentially

CORE MODULE

MOD PRE: PRE SURVEY

SECTION MET.2: INTERVIEW META-DATA

| Topic | Question | Responses |
|------------------|--|------------------------------------|
| MET_02_01 | Interviewer ID(s) | 00 = Online, ID/s otherwise. |
| MET_02_02 | In-person: Date of interview Online: date of survey completion | Write date in the format DD/MM/YY. |
| MET_02_03 | In-person: Time interview started Online: time of survey commencement | Write time in 24 hour format. |
| MET_02_04 | In-person: Time interview finished Online: time of survey completion | Write time in 24 hour format. |

SECTION ID: ORGANIZATION/INDIVIDUAL IDENTIFIERS

To be completed to the extent possible before the interview/survey completion based on administrative data. Where these entries cannot be completed based on administrative data, they are included as questions in the survey.

| Topic | Question | Responses |
|-----------------|--|---|
| ID_03_01 | Organization name or code | Preferably from administrative data/drop down link |
| ID_03_02 | Organization location | Preferably from administrative data/drop down link Please indicate municipality and regions |
| ID_03_03 | Tier of government Select one response only (the closest possible). | 01 = Ministry 02 = National Agency for Education 03 = Municipality 04 = Public Health Bureau 05 = School 800 = Other (please specify): _____ |
| ID_03_05 | Respondent Name | Drop down list of names filtered using information from ID_03_01- ID_03_03 |

| | | |
|-----------------|--|---|
| ID_03_06 | Respondent ID <i>ID_03_05 and ID_03_06 must represent the same individual, as specified in the pre-loaded information, for enumerator to continue. Else, error message appears.</i> | Drop down list of IDs filtered using information from ID_03_01-ID_03_03 |
|-----------------|--|---|

ORAL CONSENT

To be read by enumerator to respondent at the beginning of the survey.

Introduction

My name is ____ and I work for Eurotela. Eurotela is working with The World Bank – in collaboration with The Government Strategic Analysis Center of Lithuania, The Ministry of Health, and The Ministry of Education – to carry out Evaluating and Optimizing the Service Delivery Chain for Youth Mental Health in Lithuania. The findings of this study will be used to improve the civil service and youth health policies in Lithuania.

Your participation in this study is completely voluntary. If you choose to be in this study, you may withdraw your participation and data from the study at any time without penalty. This survey is being undertaken in the strictest confidence. No one outside of the global research team, including anyone in government, will be able to trace the individual answers you provide. Published data will be completely anonymous. So please feel free to answer honestly. For more information, please refer to the Information Form sent to you by email.

YN Have you received and read the Information Form provided prior to this interview via email?

YN Do you GIVE YOUR CONSENT to participate in this study?

YN Do you GIVE YOUR CONSENT to the collection, storage, and transfer of my personal information collected in this survey to a secure server at The World Bank in Washington, D.C, where your individual responses will remain encrypted and confidential?

YN Do you GIVE YOUR CONSENT to the transfer of your government administrative data, where relevant, to the storage and transfer to a secure server at The World Bank in Washington, D.C, where individual responses will remain encrypted and confidential?

Date and time of consent: YYYY-MM-DD-HH-MM

MOD INFO: EMAIL INFORMATION (ASK ALL RESPONDENTS)

Enumerator states: I will ask you some questions about a few organizations in Lithuania. Remember there are no right or wrong answers. If you do not hold a clear opinion, please answer according to your first impression upon hearing the name of the organization.

| Topic | Question | Responses |
|------------------|--|--|
| MSNG_01 | Is the average official in the Ministry of Health is ... | |
| MSNG_01_a | ... trustworthy? | 1 – Untrustworthy 7- Trustworthy 998 = Refuse to answer |
| MSNG_01_b | ... experienced? | 1 – Inexperienced 7 - Experienced 998 = Refuse to answer |
| MSNG_01_d | ... likeable? | 1 – Unlikeable 7 – Likeable 998 = Refuse to answer |
| MSNG_01_e | ... honest? | 1 – Dishonest 7 – Honest 998 = Refuse to answer |
| MSNG_02 | Is the average student in the Lithuanian student union ... | |
| MSNG_02_a | ... trustworthy? | 1 – Untrustworthy 7- Trustworthy 998 = Refuse to answer |
| MSNG_02_b | ... experienced? | 1 – Inexperienced 7 - Experienced 998 = Refuse to answer |
| MSNG_02_d | ... likeable? | 1 – Unlikeable 7 – Likeable 998 = Refuse to answer |
| MSNG_02_f | ... honest? | 1 – Dishonest 7 – Honest 998 = Refuse to answer |
| MSNG_03_a | Who would rather receive information about youth mental health from? | 01 = Ministry of Health 02 = Lithuanian Student Union |

| | | |
|------------------|---|---|
| | | 998 = Refuse to answer |
| MSNG_03_b | Do you know what the Ministry of Health is? | 01 = Yes 02 = No 998 = Refuse to answer |
| MSNG_03_c | Do you know what the Lithuanian Student Union is? | 01 = Yes 02 = No 998 = Refuse to answer |

MOD DEM: DEMOGRAPHICS (ASK ALL RESPONDENTS)

| Topic | Question | Responses |
|--------------------------------|--|---|
| DEM_04_01 Gender | What gender do you identify with? | 01 = Male 02 = Female 03 = Both 04 = Neither 998 = Refuse to answer. |
| DEM_04_02 Age | What is your age? | [18-75] 800 = Other (please specify): _____ 998 = Refuse to answer. |
| DEM_04_03 Children | Do you have children? | 01 = Yes 02 = No 998 = Refuse to answer. |
| DEM_04_04 Education | What is the highest educational qualification you have attained? | 01 = Primary education 02 = Secondary education 03 = Vocational/post-high school diploma 04 = Undergraduate degree 05 = Masters degree 06 = PhD/Doctorate 800 = Other (please specify): _____ 998 = Refuse to answer. |
| DEM_04_06 Years of | How many years in total have you worked in public schools? | Dropdown, with 0-60 as response options |

| | | |
|--|---|--|
| Experience | | 900 = Don't know 998 = Refuse to answer. |
| DEM_04_07 Tenure in organization | How many years have you been in your current institution? | Dropdown, with 0-60 as response options 900 = Don't know 998 = Refuse to answer. |
| DEM_04_08 Mobility | In how many public schools have you worked in your career (including your current institution)? | Dropdown, with 0-30 as response options 900 = Don't know 998 = Refuse to answer. |
| DEM_04_09_a Contract type | On what type of contract are you currently employed at this school? Select one response only (the closest possible). | 01 = Permanent contract/pensionable 02 = Short-term/Temporary/Contractor 900 = Don't know 998 = Refuse to answer |
| DEM_04_09_b Other Schools | Do you currently hold a contract only with this and no other school? If DEM_04_09_b = 02 Other Schools, go to DEM_04_09_c Other Schools: Quantity Otherwise, go to DEM_04_10 Rank | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| DEM_04_09_c Other Schools: Quantity | Please indicate with how many other schools you currently hold a contract. | [Record number] 900 = Don't know 998 = Refuse to answer. |
| DEM_04_10 Rank | Which of the following best describes your rank and responsibilities in this school? Enumerator instructions: Do not read out responses. Choose the most appropriate or enter as other. | 01 = Teacher 02 = Principal 03 = Vice-principal 04 = Other administrative employee 05 = Psychologist 06 = Social pedagogue 07 = Other social worker, such as a speech-language pathologist or special pedagogue 08 = Public health specialist 800 = Other (please specify): ____ |

| | | |
|---|---|--|
| | | 900 = Don't know 998 = Refuse to answer. |
| DEM_04_10_a Subject | <p>Which subjects did you teach in the 2020-2021 school year?</p> <p>Enumerator instructions: Do not read out responses. Select all that apply or enter as other.</p> <p>Ask only if DEM_04_10 = 01</p> | 01 = None 02 = Lithuanian 02 = English 03 = German 04 = Russian 05 = French 06 = Mathematics 07 = IT 08 = Biology 09 = Chemistry 10 = Physics 11 = History 12 = Geography 13 = Physical Education 14 = Art 15 = Music 16 = Theater 17 = Dance 18 = Economics 19 = Ethics 20 = Religion 800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer |
| DEM_04_10_b Grades | <p>Which grades of students did you work with in the 2020-2021 school year?</p> <p>Only if DEM_04_10 = 01</p> | [1-12] 900 = Don't know 998 = Refuse to answer |
| DEM_04_11 Qualification Category (Grade) | <p>What is your administrative/pedagogical/psychological qualification level?</p> <p>Note for enumerators: Some staff will not have a qualification level. In that case, choose 0.</p> <p>Administrative staff and psychologists usually denote [1-4].</p> | [1-4] 0 = I don't have one 900 = Don't know 998 = Refuse to answer. |

| | | |
|--|---|--|
| | <p>Teachers usually denote:</p> <p>1 – Teacher</p> <p>2 – Senior teacher</p> <p>3 – Methodologist teacher</p> <p>4 – Expert teacher</p> | |
|--|---|--|

MOD C19: ADAPTING TO THE POST-COVID-19 ERA (ASK FOR DEM_04_10 == 1, 4, 5, 6, 7, 8, 800, 900, 998)

| Topic | Question | Responses |
|---|---|--|
| <p>C19_14_01</p> <p>Remote work</p> | <p>What proportion of your typical workplace tasks cannot be done remotely, given current circumstances?</p> <p>Typical workplace refers to the environment in which people in your position regularly worked with this institution prior to the COVID-19 pandemic.</p> | <p>[0-100]</p> <p>900 = Don't know</p> <p>998 = Refuse to answer.</p> |
| <p>C19_14_02</p> <p>Remote work</p> | <p>What proportion of your typical workplace tasks could not be done remotely in the future, given additional resources (for example, additional tools, investment)?</p> <p>Typical workplace refers to the environment in which people in your position regularly worked with this institution prior to the COVID-19 pandemic.</p> | <p>[0-100]</p> <p>900 = Don't know</p> <p>998 = Refuse to answer.</p> |
| <p>C19_14_03</p> <p>Challenges</p> | <p>What challenges do you face in undertaking your core tasks if/when required to work remotely or from home.</p> <p>Select all that apply.</p> | <p>01 = Lack of access to equipment</p> <p>02 = Lack of access to software</p> <p>03 = Lack of access to internet</p> <p>04 = Lack of access to necessary documents</p> <p>05 = I do not have an adequate workspace in my house</p> <p>06 = Family demands</p> <p>07 = Lack of support from management/leadership</p> <p>08 = Poor quality of teamwork and collaboration</p> <p>09 = Student lack of access to</p> |

| | | |
|--|--|---|
| | | equipment 10 = Student lack of access to software 11 = Student lack of access to internet 12 = Low student attendance/engagement 13 = I have not faced challenges 800 = Other (specify): ____ 900 = Don't know 998 = Refuse to answer. |
|--|--|---|

MENTAL HEALTH

MOD STIGMA: STIGMA (ASK ALL RESPONDENTS)

Enumerator states: Thank you. Now we will proceed to a series of questions on perceptions of mental health challenges, defined as **certain thoughts, behaviours and/or feelings that hinder the pursuit of good mental health and/or psychological well-being**. There are no right or wrong answers. I am only interested in your opinion.

| Topic | Question | Responses |
|---------------------|--|--|
| STIGMA_16_01 | If a close friend experienced mental health challenges , would they want it to remain a secret or not? | 1=Yes, remain a secret 2=No 900 = Don't know 998 = Refuse to answer |
| STIGMA_16_02 | Now consider your colleagues in your school. If ten of these colleagues were chosen at random, how many out of these ten do you think would want it to remain a secret if they experienced mental health challenges ? | [0-10] 900 = Don't know 998 = Refuse to answer |
| | Please indicate the degree to which you agree or disagree with the following statements. | 1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 900 = Don't know 998 = Refuse to answer |

| | | |
|---------------------|--|--|
| STIGMA_16_03 | It's best not to talk about mental health challenges. | |
| STIGMA_16_04 | Having any indication of mental health challenges, such as inability to rest, worry depression, or anxiety is a sign of personal failure. | |
| STIGMA_16_05 | Individuals with mental health challenges are more dangerous to other people than the average person. | |
| | <p>Now I will describe a person. After I read the description, I will ask a few questions on how you feel and think about that person.</p> <p>Jonas is a 16 year old student. Jonas has been feeling really down for the last two weeks. He wakes up in the morning with a flat, heavy feeling that sticks with her/him all-day long. He isn't enjoying things the way he normally would. Jonas feels worthless, and very discouraged. Jonas's family has noticed that he hasn't been himself for about the last month, and that he has pulled away from them.</p> | |
| STIGMA_16_06 | How likely is it that Jonas's situation will improve on its own? | 01 = Not at all likely 02 = Not likely 03 = Neither likely neither not likely 04 = Likely 05 = Very likely 900 = Don't know 998 = Refuse to answer |
| STIGMA_16_07 | What do you think Jonas is experiencing? Select all that apply. | 01 = Part of the normal ups and downs of life 02 = A nervous breakdown 03 = A mental illness 04 = A physical illness 05 = Major depression 06 = Schizophrenia 800 = Other (please specify): ____ 900 = Don't know |

| | | |
|-----------------------|---|---|
| STIGMA_16_08 | Do you think that Jonas' school should take some action regarding this situation? | 01 = Yes 02 = No 998 = Refuse to answer |
| STIGMA_16_08_a | Which actions at school would you recommend for Jonas to help overcome his issue? Enumerator instructions: Screen share responses. Select all that apply. Skip if STIGMA_16_08 = 02, 998 | 01 = A conversation with a teacher 02 = A conversation with the school psychologist 03 = A conversation with the school social specialist 04 = A conversation with the school principal 05 = A conversation between the school and the students' parents 06 = Detention 07 = Suspension 08 = Expulsion 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer |

MOD NMH: NATIONAL MENTAL HEALTH (ASK ALL RESPONDENTS)

Enumerator states: Thank you. Now we will proceed to a series of questions on mental health in Lithuania. During this module, I will ask about information that comes from a scientific study. **Please keep in mind that you do not necessarily need to know the conclusions of this study and your answer does not need to be exact. If you are unsure of the precise answer, please give your best guess. We are only interested in your opinion.**

Enumerator note: try to urge respondents to answer with a best guess if they seem reluctant to answer.

| Topic | Question | Responses |
|------------------|--|---|
| NMH_19_00 | Were you aware of the Health Behaviour in School-Aged Children Study of 2018 before this survey? | 01 = Yes 02 = No 998 = Refuse to answer |

| | | |
|--|--|--|
| | Consider all students in Lithuania. According to the Health Behaviour in School-aged Children Study of 2018 ... | |
| NMH_19_01 HBSC: low well-being | ...what share of these students did not feel satisfied by life? | [0-100] 900=Don't know 998=Refuse to respond |
| NMH_19_02 HBSC: low psych | ...what share of these students thought of suicide? | [0-100] 900 = Don't know 998 = Refuse to respond |
| NMH_19_03 HBSC: bullying | ...what share of these students experienced bullying at school? | [0-100] 900=Don't know 998=Refuse to respond |
| NMH_19_04 HBSC: teacher support | ...what share of these students did not feel sufficiently supported by teachers? | [0-100] 900 = Don't know 998 = Refuse to respond |
| | Now think of your colleagues in [ORGANIZATION]. I'm interested in their perceptions. | |
| NMH_19_05 HBSC: low psych (colleague) | Could you estimate what an average colleague in your school believes to be the share of these students that experienced low levels of life satisfaction? | [0-100] 900 = Don't know 998 = Refuse to respond |

MOD SMH: SCHOOL MENTAL HEALTH (ASK ALL RESPONDENTS EXCEPT WHERE SPECIFIED)

Enumerator states: Thank you. During this module, I will ask you to estimate the mental health situation in your school. **Please keep in mind that your answer does not need to be exact. If you are unsure of the precise answer, please give your best guess. We are only interested in your opinion and perception.**

Enumerator note: In schools that have grades 9-12, ask about 9-12, in schools that only have grades 9-10, ask about that. Try to urge respondents to answer with a best guess if they seem reluctant to answer.

| Topic | Question | Responses |
|-----------|---|--|
| | <p>TEACHERS: Consider the students in grades 9-12/9-10 in [SCHOOL NAME] that you taught on a weekly basis in the fall term of 2020.</p> <p>PRINCIPALS/PSYCHOLOGISTS: Consider all of the students in grades 9-12/9-10 in [SCHOOL NAME].</p> <p>During the fall term of 2020, please estimate the share of students that ...</p> | <p>[0-100]</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| SMH_26_01 | ... experienced some form of mental health challenges? | <p>[0-100]</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| SMH_26_02 | ... were formally diagnosed with mental health disorders? | <p>[0-100]</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| SMH_26_03 | ... received help to address mental health challenges? | <p>[0-100]</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| SMH_26_04 | ... received help from [SCHOOL NAME] to address mental health challenges? | <p>[0-100]</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| SMH_26_05 | ... received education on mental health challenges and mental health? | <p>[0-100]</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| SMH_26_06 | ... visited the school psychologist? | <p>[0-100]</p> <p>700 = [SCHOOL NAME] does not have a school psychologist 900 = Don't know 998 = Refuse to answer.</p> |
| SMH_26_07 | <p>Which mental health indicator administrative data is collected in this school?</p> <p>Enumerator instructions:</p> <p>Share screen. Select all that apply.</p> | <p>01 = Student visits with school psychologists 02 = Student referrals to external psychologists</p> |

| | | |
|--|--|---|
| | <p>Relevant if DEM_04_10 = 02, 03;</p> | <p>03 = Student mental health diagnoses 04 = Bullying statistics, incidents 05 = Number of staff trained in youth mental health topics 06 = Prevention program data on youth mental health</p> <p>700 = No data related to mental health is collected in this school 800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer.</p> |
|--|--|---|

MOD COP: CO-PRODUCTION (ASK ONLY DEM_04_10 = 02 OR DEM_04_10 = 03)

| Topic | Question | Responses |
|--------------------------------|---|--|
| | <p>I will now ask you a series of question about your municipality.</p> <p>Please indicate the degree to which you agree or disagree with the following statements.</p> | <p>1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| COP_18_01 Effectiveness | In general, the municipality carries out their work effectively. | |
| COP_18_02 Leadership | Leadership in the municipality is competent. | |
| | Please consider the past 12 months. How regularly did the school work closely with officials from the municipality to ... | <p>01 = Never 02 = Once</p> |

| | | |
|--|---|--|
| | | <p>03 = A few times 04 = Once or twice a month 05 = Weekly 06 = More than once a week</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| COP_18_03 Policy coordination | ... create policies and plans? | |
| COP_18_04 Policy coordination for youth mental health | ... create education measures and plans for youth mental health ? | |
| COP_18_05 Budget | To what extent do you agree that over the last 12 months, budgeting decisions regarding schools and youth made by the municipality were made in close collaboration with the school? | <p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| COP_18_06 Contact | Do you have contact information for an official from the municipality with whom you could get in touch to discuss educational measures and plans? | <p>01=Yes 02=No</p> <p>900 = Don't know 998 = Refuse to answer</p> |
| COP_18_07 | <p>What are the main constraints to closer collaboration between this school and the municipality ?</p> <p>Select all that apply.</p> | <p>01 = Management politics 02 = Insufficient platforms or linkages for communication 03 = Limited time 04 = Minimal overlap of</p> |

| | | |
|--|--|---|
| | | activities 05 = Lack of interest in collaboration from municipalities 06 = Lack of interest in collaboration from the school 800 = Other (please specify) 900 = Don't know 998 = Prefer not to respond |
|--|--|---|

MOD SSR: SCHOOL STAFF ROLES (ASK ONLY FOR DEM 04_10 = 01, 04, 05, 06, 07, 08, 800, 900, 999)

Enumerator states: In the following modules, I will also ask a series of questions about mental health challenges. *Mental health challenges are comprised of a broad range of problems with different symptoms. For the purpose of this survey, we consider mental health challenges as some combination of abnormal thoughts, emotions, behavior, and relationships with others.* As we are going through this module of the questionnaire, I would especially would like you to focus your attention to students in grades 9-12/9-10.

Enumerator note: In schools that have grades 9-12, ask about 9-12, in schools that only have grades 9-10, ask about that.

| Topic | Question | Responses |
|--|--|---|
| SSR_22_01 Responsible parties for youth mental health | A range of individuals may interact with students on topics of mental health. Which individuals ... For each question, please select and rank the top 3 best placed parties, with 1 = most typical. Enumerator instructions: Screen share response list. | 01 = Parents 02 = Class Teachers 03 = Subject Teachers 04 = School administration/Principal 05 = School psychologists 06 = External psychologists 07 = Public health specialists at school 08 = Primary care doctors 09 = Social pedagogues at school 10 = External social workers 11 = Student peers |

| | | |
|-------------|--|---|
| | | 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer. |
| SSR_22_01_a | ... most typically educate students about mental health? | |
| SSR_22_01_b | ... most typically recognize signs of mental health challenges of students ? | |
| SSR_22_01_c | ... most typically work actively with students to effectively respond to mental health challenges? | |
| SSR_22_02 | Consider a situation in which one of your students displays signs of abnormal thoughts, emotions, behavior, and relationships with others. With whom would you speak regarding this student's signs? Enumerator instructions: Screen share response list. Pick all that apply. | 00 = No one 01 = Parents 02 = Class Teachers 03 = Subject Teachers 04 = School administration/Principals 05 = School psychologists 06 = External psychologists 07 = Public health specialists at school 08 = Primary care doctors 09 = Social pedagogues at schoolworkers 10 = External social workers 11 = Student peers 12 = The student him/herself 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer. |
| | Please indicate the extent to which you agree or disagree with the following statements: | 01 = Strongly Disagree 02 = Disagree 03 = Neutral – Neither agree or disagree 04 = Agree 05 = Strongly Agree 900 = Don't know 998 = Refuse to answer. |

| | | |
|---|--|---|
| SSR_22_03 School capacity | [SCHOOL NAME] effectively meets the mental health needs of its students . | |
| SSR_22_04 Management action | In meetings, school administration in [SCHOOL NAME] brings up student mental health often. | |
| SSR_22_05 Sufficient staff | Within [SCHOOL NAME], there is a sufficient amount of staff to meet the mental health needs of students | |
| SSR_22_06 Protocols to identify | Within [SCHOOL NAME], there are clear protocols for identifying mental health challenges in students. | |
| SSR_22_07 Ability to respond | I have sufficient tools, resources, and knowledge to effectively respond to mental health challenges of students. | |
| SSR_22_08 Psych. motivation to respond | I feel motivated to effectively respond to mental health challenges of students | |
| SSR_22_09 Psychologist presence | Is there a psychologist at [SCHOOL NAME]? ? Skip if DEM_04_10 = 05, the respondent is a psychologist | 01 = Yes 02 = No 900 = Don't know 998 = Choose not to respond |
| SSR_22_10 Correspondence with psychologist | In the past 12 months,with what frequency did you engage with a school psychologist in [SCHOOL NAME] on matters of youth mental health? Skip if SSR_22_09= 02 or DEM_04_10 = 05 | 01 = Never 02 = Once 03 = A few times 04 = Once or twice a month 05 = Weekly 06 = More than once a week 900 = Don't know 998 = Refuse to answer. |
| SSR_22_11 Referrals to psychologist | In the past 12 months, how many times did you refer a student to a school psychologist? Skip if SSR_22_09 = 02 or DEM_04_10 = 05 | [Numerical response] 900 = Don't know 998 = Refuse to answer. |
| SSR_22_12 Referrals received by psychologist | In the past 12 months, how many times was a new student referred to you by a teacher? Ask only for DEM_04_10 = 05; | [Numerical response] 900 = Don't know 998 = Refuse to answer |
| SSR_22_13 Parent conversations | In the past 12 months,with what frequency did you engage | 01 = Never 02 = Once 03 = A few times 04 = Once or twice a |

| | | |
|--|--|--|
| | with parents regarding the mental health of their children | month 05 = Weekly 06 = More than once a week 900 = Don't know 998 = Refuse to answer |
|--|--|--|

CAPACITY BUILDING

MOD SPMH: SCHOOL PROGRAMMING FOR MENTAL HEALTH (ONLY FOR DEM_04_10 = 02, 03)

| Topic | Question | Responses |
|--|---|---|
| SPMH_23_01 Programming: prevention programs | <p>Please indicate which of the following prevention programs have been implemented in [SCHOOL NAME] the past 12 months.</p> <p>Enumerator instructions:</p> <p>Screen share. Select all that apply.</p> <p>Continue screen share until loop is finished.</p> | <p>01 = Zipio Draugai 02 = Kimochis 03 = Obuolio draugai 04 = Antras žingsnis 05 = Įveikiame kartu 06 = LIONS QUEST "Paauglystės kryžkelės" 07 = LIONS QUEST "Laikas kartu" 08 = LIONS QUEST "Raktai į sėkmę" 09 = LIONS QUEST "Aš žinau" 10 = OLWEUS Patyčių prevencijos programa 11 = Vaiko emocijų išraiškos kontrolės (VEIK) ugdymo programa 12 = Gyvai 13 = Mentorystė 14 = Sniego gniūžtė 15 = Tarptautinė tėvų ir auklėtojų ugdymo įgūdžių mokymo programa „Mokykla tėvams ir auklėtojams“ 16 = STEP 17 = Taiki mokykla 18 = Didysis brolis, didžioji sesuo ("Big Brothers, Big Sisters") 19 = Saugok ir gerbk mane 20 = Savu keliu 21 = Ankstyvosios intervencijos programa (FreD goes net) 22 = No prevention programs have been implemented</p> |

| | | |
|--|---|--|
| | | 800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer. If SPMH_23_01=22, skip to end of section |
| PP START | <i>Loop each prevention program implemented by the school in the past 12 months</i> | |
| SPMH_23_02 Programming choice | Why did your school implement [PREVENTION PROGRAM NAME] in particular during the past 12 months? Select all that apply. | 01 = It was recommended by the municipality 02 = It was recommended by the public health bureau 03 = The school has a connection to the implementing NGO 04 = The goal of the prevention program is aligned with the school's priorities 05 = The prevention program has been proven to be effective 06 = It is age-appropriate for school students 07 = The school community chose this program 08 = The program was recommended by other school 09 = The program was within the school's allotted budget 800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to respond |
| SPMH_23_03 PP match | Did [PREVENTION PROGRAM NAME] cover topics of youth mental health? | 01 = Yes 02 = No 03 = Partly 900 = Don't know 998 = Refuse to answer |
| | Consider the implementation of [PREVENTION PROGRAM NAME] in your school in the past 12 months. | 1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree |

| | | |
|---|---|--|
| | Please indicate the degree to which you agree or disagree with the following statements. | 4 = Agree 5 = Strongly agree 900 = Don't know 998 = Refuse to answer. |
| SPMH_23_04 PP staff feedback | Staff positively received [PREVENTION PROGRAM]. | |
| SPMH_23_05 PP student feedback | Students positively received [PREVENTION PROGRAM]. | |
| PP end | <i>Finish loop for each prevention program implemented by the school in the past 12 months</i> | |
| SPMH_23_06 Training | In the past 12 months, has [SCHOOL NAME] implemented any other training on youth mental health (excluding prevention programs)? | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer |
| SPMH_23_07 Training MoH | In the past 12 months, has [SCHOOL NAME] participated in the Ministry of Health teacher youth mental health supervision program? Skip if SPMH_23_06 > 01 | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| SPMH_23_08 Mental Health Discussions | During the past 12 months, in what share of group staff meetings has student mental health been discussed? | [0-100] 900 = Don't know 998 = Refuse to answer. |

MOD PP: PREVENTION PROGRAMS (ONLY FOR DEM_04_10 = 1, 4, 5, 6, 7, 8, 800, 900, 998)

Enumerator states: I will now ask a series of questions on prevention programs implemented in [SCHOOL NAME] in the past 12 months.

| Topic | Question | Responses |
|------------------------------|---|---|
| PP_24_01 Knows PP | Are you familiar with at least one prevention program in your school? | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer |
| | <i>The following questions are to be asked if Knows PP=01</i> | |

| | | |
|--|--|--|
| | Consider the last 12 months. Please indicate the degree to which you agree or disagree with the following statements. Prevention programs in my school ... | 1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 900 = Don't know 901 = Not Applicable 998 = Refuse to answer. |
| PP_24_02 PP school openness | ... have made it easier to talk openly about prevention themes within the school. | |
| PP_24_03 PP personal outcome | ... have strengthened my skills and knowledge to effectively deal with issues in prevention areas | |
| PP_24_04 PP goal | ... have fulfilled their goals | |
| PP_24_05 Prevention Program Constraints | Please indicate the reasons why prevention programs did not fulfill their goals Select all that apply. <i>Skip if PP_24_04 > 3</i> | 01 = Limited time 02 = Insufficient collaboration between other teachers 03 = Lack of support from principal 04 = Lack of interest from students 05 = Lack of support from school psychologist 06 = Lack of quality within the program 800 = Other (please specify): _____ 900 = Don't know 998 = Prefer not to respond |
| PP_24_06 PP staff share | In your opinion, for what share of the staff participants has [PREVENTION PROGRAM NAME] improved the ability to assist students with [PP purpose]? | [0-100] 900 = Don't know 998 = Refuse to answer. |
| PP student level outcomes | Please indicate the degree to which you agree or disagree with the following statements. Prevention programs in your school ... | 1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 900 = Don't know 901 = Not Applicable |

| | | |
|--|---|--|
| | | 998 = Refuse to answer. |
| PP_24_07 PP student participation | ... have had a positive impact on students' participation | |
| PP_24_08 PP student grades | ... have had an indirect positive impact on students' grades at school | |
| PP_24_09 PP student share | What share of the students would you estimate were positively impacted by the existence of this program in [SCHOOL NAME]? | [0-100] 900 = Don't know 998 = Refuse to answer. |

MOD TR: TRAINING (ONLY FOR DEM_04_14 = 1 4 5 6 7 800 900 998)

| Topic | Question | Responses |
|--|--|--|
| TR_25_01 MOHT familiarity | Are you familiar with the Mental Health training as part of the Ministry of Health teacher supervision program? If TR_25_01 >= 02, skip to TR_25_07 | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| TR_25_02 MOHT discovery | How did you find out about this training? Choose all that apply. | 01 = School principal 02 = Colleague 03 = Friend 04 = Facebook 05 = Newspaper 06 = Internet 07 = Public Health Bureau 08 = Email from the Ministry of Health 09 = Email from the Lithuanian Student Union 800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer |
| TR_25_03 MOHT Enrolled | Are you enrolled or do you intend to participate in this training in 2021? Skip to TR_25_06 if TR_25_03 >= 03 | 01 = Yes, in the full training, including the interactive portion (32 hours) and the online portion (8 hours) 02 = Yes, only in the online portion (8 |

| | | |
|--|--|--|
| | | hours) 03 = No 900 = Don't know 998 = Refuse to answer. |
| | Please indicate the degree to which you agree or disagree with the following statements. | 01=Strongly disagree 02=Disagree 03=Neither agree nor disagree 04=Agree 05=Strongly agree 900 = Don't know 998 = Refuse to answer. |
| TR_25_04 Training MOH effectiveness | I believe this training will strengthen my ability to support student mental health needs. | |
| TR_25_05 Training MOH administration | My participation in this training is important to school administration. | |
| TR_25_06 Training MOH prevention | What prevents your participation in the this training in 2021? Select the top 3 reasons and rank in order of influence, where 1=most influential barrier <i>Skip if TR_25_03 MOHT Enrolled = 01, 02</i> <i>Screen share. Respondents have to rank three top options, where 1 = most influential</i> | 01 = I don't have time to participate in training 02 = Selection of participants into training is limited and competitive 03 = Training content is not useful 04 = Training quality is low 05 = I feel I already have the tools to deal with mental health challenges 06 = I do not think mental health is an important topic 07 = Participating in the training is not professionally useful 08 = I do not have the digital tools or skills to participate 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer |
| TR_25_07 Training in past 12 months | Have you participated in any other training on youth mental health in the past 12 months (excluding prevention programs) ? | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| TR_25_08 Training hours in past 12 months | How many hours of training on youth mental health have you received in the past 12 months (excluding prevention programs) ? | [Numeric response] 900 = Don't know |

| | | |
|----------------------------------|---|--|
| | If TR_25_08 = 0, go to MP | 998 = Refuse to answer. |
| TR_25_09 Training Content | <p>Please indicate which topics were covered by the trainings for youth mental health that you attended in the past 12 months excluding prevention programs.</p> <p>Select all that apply.</p> <p>Enumerator instructions: <i>Screen share. Respondents have to select all that apply</i></p> | <p>01 = How to maintain student mental well-being in the classroom 02 = How to recognize early signs of mental health challenges in students 03 = How to respond to student mental health challenges in the classroom 04 = How to connect students with mental health challenges to resources within the school 05 = How to connect students with mental health challenges to resources outside the school 06 = How to engage and work with families of students with mental health challenges 07 = How to teach socio-emotional skills to students 08 = How to teach students about mental health challenges and mental health 09 = How to respond to students with specific mental health challenges, such as depression or schizophrenia 10 = How to respond to students experiencing problems closely linked to mental health, such as substance abuse</p> <p>800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer</p> |
| | <p>Consider the training you have received on youth mental health during the past 12 months (excluding prevention programs).</p> <p>Please indicate the degree to which you agree or disagree with the following statements.</p> | <p>1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree</p> <p>900 = Don't know 998 = Refuse to answer</p> |
| TR_25_10 Training quality | The trainings provided me with relevant / useful knowledge and skills in the field of mental health. | |

| | | |
|---|---|---|
| TR_25_11 Training action | I have been able to apply the concrete actions recommended by the training to solve problems relevant to my school community in the field of mental health | |
| TR_25_12 Training school collaboration | As a result of the training, it has become easier to collaborate with other staff at my school in assisting students with mental health problems. | |
| TR_25_13 Training constraints | <p>Please indicate the reasons for which you do not apply the presented recommendations acquired from the training in your work.</p> <p>Enumerator instructions:</p> <p>Select all that apply or write in other.</p> <p><i>Skip if TR_25_11 > 3</i></p> | <p>01 = Limited time 02 = Insufficient collaboration between other teachers 03 = Lack of support from principal 04 = Lack of interest from students 05 = Lack of support from school psychologist 06 = Lack of quality within the program 07 = Lack of tools</p> <p>800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer</p> |

MODULE MP: MANAGEMENT PRACTICES (ASK AS SPECIFIED)

To non-managerial staff (DEM_04_10 Rank = 01, 04, 05, 06, 07, 08, 800, 900, 999):

| Topic | Question | Responses |
|--|---|---|
| MP_21_01 Supervision | How many people regularly assign you tasks as part of your work duties? | [Numeric response] 900=Don't know, 998=Refuse to answer. |
| MP_21_02 Time management | What percentage of your time is spent working on tasks given to you by your school principal? | [0-100] 900 = Don't know, 998 = Refuse to answer. |
| MP_21_03 Manager coordination | <p>We would like to understand how different staff in the school administration make use of your time. I will read out a number of statements. Please select the one that applies most closely. Do they...</p> <p>Prompt respondent with codes. Select one response only.</p> | <p>01 = Administrative staff actively competes for my time; 02 = Administrative staff does not compete but typically do not coordinate on what they ask me to do leading me to being frequently overworked; 03 = Administrative staff Coordinates well, ensuring my</p> |

| | | |
|---------------|---|---|
| | | time is used effectively and reasonably; 900= Don't know 998= Refuse to answer |
| VID_01 | What is more important to you in terms of your position: serving the community or advancing your career? | [1-7], where 1 = Serving the community and 7 = Career advancement |
| VID_02 | To what extent do you agree with the following statement: I get motivated by working on tasks that have the potential to benefit others. | 01 = Strongly disagree 02 = Disagree 03 = Neither agree nor disagree 04 = Agree 05 = Strongly agree 900 = Don't know 998 = Refuse to answer |

To principals only (DEM_04_10 Rank = 02, 03):

| Topic | Question | Responses |
|-------------------------------------|--|---|
| MP_21_04 Span of control | How many full-time staff members does your school employ ? | [0-100+] 900 = Don't know 998 = Refuse to answer |
| VID_01 | We would like to know what is more important to you in terms of your position: serving the community or advancing your career? | [1-7], where 1 = Serving the community and 7 = Career advancement |
| VID_02 | To what extent do you agree with the following statements: I get motivated by working on tasks that have the potential to benefit others. | 01 = Strongly disagree 02 = Disagree 03 = Neither agree nor disagree 04 = Agree 05 = Strongly agree 900 = Don't know 998 = Refuse to answer |

Adapted World Management Survey

NOTE: The below questions assume a person-to-person survey format (i.e. phone or in-person surveys) with highly qualified enumerators trained on assessing and scoring processes. An online or mobile survey format would require the question-answer options to be adjusted as the questions would be self-assessed.

Enumerator states: Thank you. I'd now like to understand a little bit about how you manage your staff. Let me stress, we are interested in **how things work in practice** in the past year or so, rather than what the formal rules state. There are often differences between the formal rules and what happens on the ground, and it's the latter that we are interested in. Remember that all answers you provide will be treated completely confidentially.

Throughout this module, the following additional codes are applied to each answer option 900 = Don't know, 998 = Refuse to answer.

MOD TAR: TARGETING

Enumerator states: I'd like to ask about how your school assigns tasks, responsibilities, and targets.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|-----------|---|--|--|
| TAR_25_01 | Does your school have a clear set of goals and targets? | <ol style="list-style-type: none"> 1. The school does not have defined goals. 2. The school has broadly defined goals. 3. The school has well-defined targets. 4. The school and all grade year groups have well-defined targets. 5. The school, all grade year groups, and individual staff members have well-defined targets. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| TAR_25_02 | How are the targets for the school determined? | <ol style="list-style-type: none"> 1. The school's targets are mandated externally (e.g. Ministry of Education) 2. The school's targets are guided by external requirements, but elements are adapted for the school. 3. The school's targets are set internally and are based on past performance. 4. The school's targets are set internally and are based on past performance and student needs. 5. The school's targets are set internally and are based on past performance, student needs, and the practices of schools in similar circumstances. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

| | | | |
|-----------|---|---|--|
| TAR_25_03 | How complex/difficult to understand would you say the goals and performance measures of the school are? | <ol style="list-style-type: none"> 1. Very complex/difficult to understand. 2. Somewhat complex/difficult to understand. 3. The main goals are clear, but some goals seem complex and are difficult to understand. 4. Mostly clear and easy to understand. 5. Very clear and easy to understand for all staff. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
|-----------|---|---|--|

MOD INCOMON: INCENTIVES/MONITORING: MONITORING

Enumerator states: Thank you. We would like to discuss how your School monitors progress on its objectives? Again we are interested in what really happens, rather than what the formal rules stipulate.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|----------------------|--|--|--|
| INCOMON_26_01 | What performance indicators does your school track or measure to see how well it is performing? | <ol style="list-style-type: none"> 1. School does not track performance. 2. Limited number of performance indicators tracked informally (1-3). 3. Limited number of performance indicators tracked formally (1-3). 4. Good range of performance indicators are tracked formally (4-6). 5. Full set of performance indicators are tracked formally and continuously (more than 6). | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| INCOMON_26_02 | Who is involved in the review of performance of the school? How are the results of this review communicated to school staff? | <ol style="list-style-type: none"> 1. Performance is not reviewed. 2. Performance is reviewed informally by the school board or administration. 3. Performance is reviewed formally by the school board, administration and senior teaching staff (internal auditing). 4. Performance is reviewed formally by the school board and senior teaching staff, and informally communicated to the rest of the staff. 5. Performance is reviewed formally by the school board and senior teaching staff, and formally communicated to | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

| | | | |
|----------------------|---|---|---|
| | | all school staff as part of the process. | |
| INCOMON_26_03 | How often is the performance of your school reviewed? | <ol style="list-style-type: none"> 1. Performance is not reviewed. 2. Every few years. 3. Annually 4. Every 6 months 5. Quarterly 6. Monthly 7. Weekly | THIS IS AN ENUMERATOR QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD STAND: STANDARDIZATION OF INSTRUCTIONAL PROCESSES

Enumerator states: I would like to ask how instructional processes, such as materials, lesson plans, and teaching methods are standardized across your school.

Enumerator note: Additional codes – 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|--------------------|---|--|--|
| STAND_27_01 | How standardized are teaching practices (including teaching materials and teaching resources) in your school? | <ol style="list-style-type: none"> 1. No standardization. 2. Little standardization- some teaching practices are standardized across the school. 3. Moderate standardization- most teaching practices are standardized across the school. 4. Good level of standardization. – most teaching practices are standardized across year groups. 5. High level of standardization. - all teaching practices are standardized across the school and year groups. | THIS IS AN ENUMERATOR QUESTION- DO NOT READ OUT THE OPTIONS |
| STAND_27_02 | What tools and resources are provided to teachers to ensure a consistent level of teaching quality across the school? | <ol style="list-style-type: none"> 1. No such tools and resources are provided to or used by teachers 2. Teachers are provided a limited set of tools and resources (textbooks and standardized lesson plans) 3. Teachers are provided with a range of tools and materials, but their use and appropriateness are not monitored. | THIS IS AN ENUMERATOR QUESTION- DO NOT READ OUT THE OPTIONS |

| | | | |
|--|--|---|--|
| | | <ol style="list-style-type: none"> 4. A wide range of materials are provided to teachers with some monitoring and mechanisms for updating materials. 5. Teachers are provided with standardized lesson plans and textbooks (and other learning resources) that allow sufficient flexibility to respond to individual student needs. Material use is monitored, and materials are regularly updated based on student needs and feedback. | |
|--|--|---|--|

MOD PERS: PERSONALIZATION OF INSTRUCTION AND LEARNING

Enumerator states: Thank you. Now I'd like to understand how your school adapts lesson, teaching, and learning plans and staff protocols to individual student needs.

Enumerator note: Additional codes – 900 = Don't know, 998 = Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|------------|--|--|--|
| PERS_28_01 | How much flexibility do teaching staff have to adapt teaching/learning plans and protocols to the need of individual students? | <ol style="list-style-type: none"> 1. The school always follows the same protocols. 2. School adapts the school-wide protocols in only extreme cases. 3. School adjusts its school-wide protocols when necessary. 4. School adjusts school-wide and year-specific protocols when necessary. 5. School adjusts school-wide and year-specific protocols to the needs of each individual student. | THIS IS AN ENUMERAT OR SCORED QUESTION- DO NOT READ OUT THE OPTIONS |
| PERS_28_02 | Who is involved in adjusting teaching and learning plans? | <ol style="list-style-type: none"> 1. Top school administration/leadership (e.g. Principal). 2. Broad school administration/leadership (e.g. Principal and board) 3. Broad school administration/leadership and some teaching staff. 4. Broad school administration/leadership, relevant teaching staff, and parents. 5. Broad school administration/leadership, all relevant teaching staff, a wide range of student | THIS IS AN ENUMERAT OR SCORED QUESTION- DO NOT READ OUT THE OPTIONS |

| | | | |
|--|--|--|--|
| | | representatives, parents, and community representatives. | |
|--|--|--|--|

MOD DATA: DATA DRIVEN PLANNING AND STUDENT TRANSITIONS

Enumerator states: Thank you. Now I'd like to understand what kind of data you school collects and uses.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|------------|--|--|---|
| DATA_29_01 | What data does the school collect on student learning outcomes and behavior and how often is this collected? | <ol style="list-style-type: none"> 1. No data is collected. 2. A limited set of indicators on learning outcomes and behavior at school (1-3 main indicators). 3. A good range of indicators on learning outcomes and behavior (4-6) collected once every few years 4. A good range of indicators on individual learning outcomes and behavior (4-6) collected at least once a year. 5. A full set of indicators on individual learning outcomes and behavior (more than 6), collected at least once a year. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS |
| DATA_29_02 | How is this data used? | <ol style="list-style-type: none"> 1. Data is not used or is rarely used 2. Data is used for reporting purposes. 3. Data is used for reporting and planning purposes. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS |

| | | | |
|--|--|--|--|
| | | <ul style="list-style-type: none"> 4. Data is used to inform student transitions 5. Data is used to inform student transitions, support requirements and learning experience | |
|--|--|--|--|

MOD ADOPT: ADOPTING NEW PRACTICES

Enumerator states: Thank you. Now I'd like to understand how your School responds when you are confronted by new student needs, new practices, or ways of working.

| | | | |
|--------------------|--|--|---|
| ADOPT_30_01 | How often are new teaching/learning methods introduced in your school? | <ul style="list-style-type: none"> 1. Never 2. Rarely 3. Once in a while 4. Often (at least once a year) 5. All the time (several times a year) | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS |
| ADOPT_30_02 | How well are new teaching methods shared across teaching staff? | <ul style="list-style-type: none"> 1. New methods are not introduced. 2. New methods are introduced and adopted in an ad-hoc manner (e.g. by some teachers only) 3. Management encourages the adoption of new methods across the school, but only some year groups and/or teaching staff take them up. 4. New methods or practices are informally adopted and integrated across all year groups and teaching staff, 5. New methods and practices are formally adopted and integrated across all year groups and teaching staff, | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS |

MOD INV: CONTINUOUS IMPROVEMENT

Enumerator states: Thank you. Now I'd like to talk a little bit about how the school deals with problems and how staff become involved in the day-to-day activities of the school.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|-----------|--|--|---|
| INV_31_01 | What is the process for exposing and solving problems in your school, and who is involved? | <ol style="list-style-type: none"> 1. There is no set process for addressing problems 2. Problems are addressed only when something goes severely wrong. 3. There is an existing process to deal with a wide range of problems in case they arise. 4. There is a continuous process focusing on prevention, not just dealing with problems. Not all staff is involved in this process. 5. There is a continuous process that both focuses on the prevention of problems and also on continuous process improvement (preemptive process). All staff is involved in this process. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS |

MOD PERFINC: INCENTIVES/MONITORING: PERFORMANCE INCENTIVES

Enumerator states: Thank you. It's sometimes necessary to reward or discipline employees that you manage. I'd like to ask you about how you have faced those issues.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|---------------|--|--|--|
| PERFINC_32_01 | How does your school manage poor performance among teaching staff? | <ol style="list-style-type: none"> 1. No action is taken to deal with poor performing teaching staff. 2. Poor performance among teaching staff is rarely addressed, and typically only at the more junior levels (e.g. substitute or junior teachers). | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

| | | | |
|----------------------|---|---|---|
| | | <ol style="list-style-type: none"> 3. Poor performance among teaching staff is addressed inconsistently (e.g. whether there are consequences depends on a range of factors).. 4. Poor performance among teaching staff is addressed consistently and at all levels (junior and senior staff alike). 5. Poor and underperformance is addressed at all levels through formal performance improvement plans. | |
| PERFINC_32_03 | How does the school reward good performance among school staff? | <ol style="list-style-type: none"> 1. School staff are rewarded equally irrespective of performance level (i.e. rewards are not based on performance). 2. Only some staff groups (e.g. senior teachers; staff with different types of contract) receive performance bonuses. 3. Good performance is rewarded, but the criteria for receiving a bonus are not clear. 4. Good performance is rewarded based on a clear set of criteria. This applies to all school staff. 5. Good performance is rewarded and is based on a regular, rigorous, evaluation. This applies to all school staff. | THIS IS AN ENUMERATOR SCORED QUESTION-DO NOT READ OUT THE OPTIONS! |
| PERFINC_32_03 | What are the main criteria for promotion in your school? | <ol style="list-style-type: none"> 1. There are no promotions. 2. Promotions are based on length of service in the school. 3. Promotions are based on a combination of length of service and performance. 4. Promotions are based on performance. 5. Promotions are based on performance and parent/student feedback. | THIS IS AN ENUMERATOR SCORED QUESTION-DO NOT READ OUT THE OPTIONS! |

MOD STAFF: STAFFING

Enumerator states: Thank you. Now let's discuss staffing of your school. Remember, we are interested in how things work in practice rather than the formal rules that govern staffing.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|-----------------|---|--|--|
| STAFF _33_01 | How does your school attract skilled and talented teachers? | <ol style="list-style-type: none"> 1. Talent is not considered important. 2. Talent is considered important, but no action is taken to attract it. 3. Talent is considered important, but there is no real system for attracting the best teachers. 4. There is a system for attracting talented teachers. 5. There is a formal system for attracting and developing talented teachers. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| STAFF _33_02 | How does your school train and develop teachers? | <ol style="list-style-type: none"> 1. There is no system for training and developing teachers, ad-hoc 2. Limited training courses are offered, and teachers volunteer for individual courses 3. There is a formal system for training teachers, but there are no rewards, allowances, or requirements for training. 4. There is a formal training system for all teachers with rewards and allowances. All teachers are encouraged to partake. 5. There is a formal training system, where courses are provided based on competency assessments and teacher demand. Training performance is certified and part of appraisals. Allowances are provided to encourage participation. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| STAFF _33_03 | If one of the best teachers in your school wanted to leave, what would the school typically do? | <ol style="list-style-type: none"> 1. No action would be taken. 2. School leaders would speak to the individual, but no further action would be taken. 3. School leaders would negotiate with the individual but would not be able to offer much. 4. School leaders would make the individual a good offer. 5. School leaders would do whatever it took to keep the individual. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD CONC: CONCLUSION

| Topic | Question | Responses |
|---|--|--|
| CONC_01 Willingness to pay | Imagine you have an opportunity to invest your time in an innovative youth mental health training program. How many hours over the course of a year would you spend on this program? | [0-500] |
| CONC_04 Co-Production | An initiative is currently being designed to bring together a range of decision-makers across ministries, municipalities, public health bureaus, and schools to share knowledge and make decisions regarding youth mental health programming. Would you be interested in receiving more information on how to get involved in this initiative? | 01 = Yes 02 = No 998 = Refuse to Answer |
| CONC_05 consent | We would like to ask to use your email and phone number. This information will only be used for the purpose of providing follow-up information on youth mental health in Lithuania and associated resources. It will remain strictly confidential outside of the research team. Do you consent? | 01=Yes 02=No If CONC_05=02 skip to CONC_08 |
| CONC_06 Email | <p>What is your institutional email?</p> <p><i>Back-end logic check to verify that CONC_05=email on file.</i></p> <p><i>If email not on file, alert message to ask enumerator to read inputted email back to respondent to confirm its accuracy.</i></p> <p><i>If email on file and CONC_05!=email, error message to read "This email does not match the email on file for this individual. Please revise the entered email and confirm that it is correct with the respondent."</i></p> <p><i>If email on file and CONC_05==email, proceed.</i></p> | <p>[OPEN]</p> <p>998 = Refuse to answer</p> |
| CONC_07 | What is your mobile phone number? | [numerical response] |

| | | |
|----------------------------------|--|--|
| Phone | <p><i>If phone number not on file, alert message to ask enumerator to read inputted phone number back to respondent to confirm its accuracy.</i></p> <p><i>If email on file and CONC_06!=phone number, error message to read "This phone number does not match the phone number on file for this individual. Please revise the entered phone number and confirm that it is correct with the respondent."</i></p> <p><i>If phone number on file and CONC_06==phone number, proceed.</i></p> | 998 = Refuse to answer |
| MAILCHECK_start_timestamp | | |
| MAILCHECK_01 | <p>Finally, have you previously seen this email?</p> <p>Enumerator instructions: do not linger on email, this is a quick check and not meant to be read.</p> <p>Programmer instructions: to display generic, unbranded email</p> <p>If MAILCHECK_01!=01, skip to CONC_08</p> | <p>01=Yes 02=No 900=Don't know 998=Refuse to answer</p> |
| MAILCHECK_end_timestamp | | |
| MAILCHECK_02 | <p>Was the email you received affiliated with any institution?</p> <p>If MAILCHECK_02!=01, skip to INFO_03</p> | <p>01=Yes 02=No 900=Don't know 998=Refuse to answer</p> |
| MAILCHECK_03 | <p>With which institution was the email affiliated?</p> <p><i>Enumerator instructions: select all that apply and do not read or show responses</i></p> | <p>01=Ministry of Health 02=Student's Union 03=Other (please specify): _____ 900=Don't know 998=Refuse to answer</p> |
| INFO_03 | <p>Who sent you the email?</p> <p><i>Enumerator instructions: select all that apply and do not read or show responses</i></p> | <p>01=Sent to me by Ministry of Health 02=Sent to me by Lithuanian Student Union 04=Sent to me from a colleague</p> |

| | | |
|----------------|---|--|
| | | <p>in my institution 05=Sent to me from a colleague outside of my institution</p> <p>800=Other (please specify): ____ 998 = Refuse to answer.</p> |
| INFO_04 | <p>To how many people, if any, have you forwarded the email?</p> <p>If INFO_04=0, skip to INFO_07</p> | <p>[Numeric response]</p> <p>998 = Refuse to answer.</p> |
| INFO_05 | <p>To whom have you forwarded the email?</p> <p>Select all that apply.</p> | <p>01 = Teachers at my school 02 = Support staff at my school 03 = Principals at my school 04 = Teachers at other schools 05 = Support staff at other schools 06 = Principals at other schools</p> <p>800 = Other (please specify): ____ 998 = Refuse to answer.</p> |
| INFO_06 | <p>Why did you forward the email to these individuals?</p> <p>Select all that apply.</p> | <p>01 = I felt they would benefit the most from the training 02 = I feel that the training on youth mental health is very important 03 =They are interested in this topic 04 = They are senior staff that can encourage others and set an example</p> <p>800 = Other (please specify): ____ 998 = Refuse to answer.</p> |
| INFO_07 | <p>Why did you not forward the email?</p> <p>Select all that apply.</p> <p>Skip if INFO_04 > 0</p> | <p>01 = Mental health is not a relevant topic 02 = I did not feel the training will be useful 03= I did not think anyone would be interested in the training 04 = I did not trust the source of the email</p> |

| | | |
|---|---|--|
| | | 800 = Other (please specify): _____ 998 = Refuse to answer |
| CONC_08 Conclusion | That concludes the final module of the questionnaire. Before we close, are there any final points that you would like to share related to any of the topics covered in this survey? | [OPEN] |

Lithuania Public Sector Survey

PUBLIC ADMINISTRATION track

INFORMATION FORM

To be distributed sent via email **prior to survey**.

- Title of the research project: Optimizing the Service Delivery Chain for Youth Mental Health in Lithuania
- Pls:
 - Michael Best, 420 West 118th Street, Room 1105^a, New York, NY, 10027, USA, Michael.best@columbia.edu
 - Daniel Chen, 1818 H St. NW, Washington DC, 20433, USA, dchen9@worldbank.org
 - Alessandra Fenizia, 2115 G St. NW, Room 364 Washington, DC, 20052, USA, afenizia@email.gwu.edu
 - Gianmarco León, Calle Ramon Trias Fargas 23-24, Jaume I Building 20.2E16, Barcelona, 0805, Spain gianmarco.leon@upf.edu
 - Zahid Hasnain, 1818 H St. NW, Washington DC, USA 20433, zhasnain@worldbank.org
 - Patricia Paskov, 1818 H St. NW, Washington DC, USA 20433, ppaskov@worldbank.org
 - Daniel Rogger, 1818 H St. NW, Washington DC, USA 20433, drogger@worldbank.org
 - Ravi Somani, 1818 H St. NW, Washington DC, USA 20433, rsomani@worldbank.org
- Institution: World Bank
- Funding agency: This project is funded by The European Commission Part II Europe 2020 Programmatic Single-Donor Trust Fund (*Trust Fund No. TF073353, EC Contract No. 2019CE160AT048*)
- Objectives and duration of the project: The goal of this study is to understand the service delivery chain of youth health services in Lithuania and, more generally, the needs of and challenges faced by our public officials. The findings of this study will be used to design and implement measures to make the civil service and youth health policies in Lithuania better managed, and more effective in achieving its goals. It will also inform research on how civil services work around the world and how the challenges civil servants face can be best overcome. The duration of this project is 24 months. Personal data will be retained for a period of five years following data collection.
- Methodology and participation: If you agree to participate in this study, we will ask you questions related to your experiences with and attitudes on your work in the public sector; and your perceptions related to health topics. The interview shall take place over video. The interview should last about 45 minutes. We may contact you again in 18 months for a follow-up survey. If so, we will ask you again whether you consent to participate, and you may choose whether you will consent to participate at that time. Similar surveys are also being administered in other countries around the world as part of a Global Survey of Public Servants managed jointly by researchers from the World Bank, Stanford University, University College London, and Nottingham University, amongst other institutions.
- Randomization: In this study, participants will be randomly assigned to receive different forms of information. You will be fully informed about the information to which you have been randomly assigned. Should you decide to provide contact information at the end of the survey, you may also receive follow-up messages about youth mental health topics via text or email. Participants will be randomly assigned to the frequency and framing of follow-up information. You will be fully informed about the information version to which you have been randomly assigned.
- Privacy: No one outside of the research team – including no one in government – will be able to trace your individual responses. In order to make data only accessible to research team members, physical data will be stored in a locked secure location and digital data will be stored with access control systems. In the event of data publication, only anonymous data will be published. Anonymized data may be hosted or published in a public repository.
- Compensation: Your participation will not be compensated.

- Risks and benefits: Participating in this study does not entail risks greater than those ordinarily encountered in daily life. We cannot and do not guarantee that you will receive any benefits from this study.
- Voluntary participation: Your participation in this study is completely voluntary and you are free to choose whether to be in it or not. If you choose to be in this study, you may subsequently withdraw from it at any time without penalty or consequences of any kind.
- Contact information: If you have any question about this study, you may contact Gailius Praninskas (gpraninskas@worldbank.org) or Patricia Paskov (ppaskov@worldbank.org).

If you have doubts, complaints, or questions about this study or about your rights as a research participant, you may contact UPF's Institutional Committee for the Ethical Review of Projects (CIREP) by phone (+34935422186) or by email (secretaria.cirep@upf.edu). CIREP is not part of the research team and will treat any information you send confidentially.

CORE MODULE

MOD PRE: PRE-SURVEY

SECTION MET.2: INTERVIEW META-DATA

| Topic | Question | Responses |
|-----------|--|------------------------------------|
| MET_02_01 | Interviewer ID(s) | Pre-assigned enumerator ID |
| MET_02_02 | In-person: Date of interview Online: date of survey completion | Write date in the format DD/MM/YY. |
| MET_02_03 | In-person: Time interview started Online: time of survey commencement | Write time in 24-hour format. |
| MET_02_04 | In-person: Time interview finished Online: time of survey completion | Write time in 24-hour format. |

SECTION ID: ORGANIZATION/INDIVIDUAL IDENTIFIERS

To be completed to the extent possible before the interview/survey completion based on administrative data. Where these entries cannot be completed based on administrative data, they are included as questions in the survey.

| Topic | Question | Responses |
|----------|---|--|
| ID_03_01 | Organization name or code | Preferably from administrative data/drop down link |
| ID_03_02 | Organization location | Preferably from administrative data/drop down link Please indicate municipality and regions |
| ID_03_03 | Tier of government Select one response only (the closest possible). | 01 = Ministry 02 = National Agency for Education 03 = Municipality 04 = Public Health Bureau 05 = School 800 = Other (please specify): _____ |
| ID_03_04 | Sector of organization Select on response only (the closest possible). | 01 = Health 02 = Education 03 = Social Security and Work 04 = Transport 05 = Municipal 800 = Other (please specify): _____ |

| | | |
|-----------------|-----------------|---|
| ID_03_05 | Respondent Name | Drop down list of names filtered using information from ID_03_01-ID_03_04 |
| ID_03_06 | Respondent ID | Drop down list of IDs filtered using information from ID_03_01-ID_03_04 |

ORAL CONSENT

To be read by enumerator to respondent at the beginning of the survey.

Introduction

My name is ____ and I work for Eurotela. Eurotela is working with The World Bank – in collaboration with The Government Strategic Analysis Center of Lithuania, The Ministry of Health, and The Ministry of Education – to carry out Evaluating and Optimizing the Service Delivery Chain for Youth Mental Health in Lithuania. The findings of this study will be used to improve the civil service and youth health policies in Lithuania.

Your participation in this study is completely voluntary. If you choose to be in this study, you may withdraw your participation and data from the study at any time without penalty. This survey is being undertaken in the strictest confidence. No one outside of the global research team, including anyone in government, will be able to trace the individual answers you provide. Published data will be completely anonymous. So please feel free to answer honestly. For more information, please refer to the Information Form sent to you by email.

Y N Have you received and read the Information Form provided prior to this interview via email?

Y N Do you GIVE YOUR CONSENT to participate in this study?

Y N Do you GIVE YOUR CONSENT to the collection, storage, and transfer of my personal information collected in this survey to a secure server at The World Bank in Washington, D.C, where your individual responses will remain encrypted and confidential?

Y N Do you GIVE YOUR CONSENT to the transfer of your government administrative data, where relevant, to the storage and transfer to a secure server at The World Bank in Washington, D.C, where individual data will remain encrypted and confidential?

Date and time of consent: YYYY-MM-DD-HH-MM

MOD INFO: EMAIL INFORMATION (ASK ALL RESPONDENTS)

Enumerator states: I will ask you some questions about a few organizations in Lithuania. Remember there are no right or wrong answers. If you do not hold a clear opinion, please answer according to your first impression upon hearing the name of the organization.

| Topic | Question | Responses |
|----------------------------------|--|--|
| MSNG_01 | Is the average official in the Ministry of Health ... | |
| MSNG_01_a | ... trustworthy? | 1 – Untrustworthy 7- Trustworthy 998 = Refuse to answer |
| MSNG_01_b | ... experienced? | 1 – Inexperienced 7 - Experienced 998 = Refuse to answer |
| MSNG_01_c | ... likeable? | 1 – Unlikeable 7 – Likeable 998 = Refuse to answer |
| MSNG_01_d | ... honest? | 1 – Dishonest 7 – Honest 998 = Refuse to answer |
| MSNG_02 | Is the average student in the Lithuanian student union ... | |
| MSNG_02_a | ... trustworthy? | 1 – Untrustworthy 7- Trustworthy 998 = Refuse to answer |
| MSNG_02_b | ... experienced? | 1 - Inexperienced 7 - Experienced 998 = Refuse to answer |
| MSNG_02_c | ... likeable? | 1 – Unlikeable 7 – Likeable 998 = Refuse to answer |
| MSNG_02_d | ... honest? | 1 – Dishonest 7 – Honest 998 = Refuse to answer |
| MSNG_03_a | Who would rather receive information about youth mental health from? | 01 = Ministry of Health 02 = Lithuanian Student Union 998 = Refuse to answer |
| MSNG_03_b | Do you know what the Ministry of Health is? | 01 = Yes 02 = No 998 = Refuse to answer |
| MSNG_03_c | Do you know what the Lithuanian Student Union is? | 01 = Yes 02 = No 998 = Refuse to answer |
| MAILCHECK_start timestamp | | |
| Treatment | Calculate a random number 0-1. For 0-.33333, Treatment = "Top down" For .33333-.666666, Treatment = "Bottom-up" For .66666-1, Treatment = "Control" | |

| | | |
|--------------------------------|--|--|
| | Skip to DEM if treatment = "Control". Continue to INFO_01 if Treatment != "Control" | |
| | <p><i>Programmer instructions:</i> Display Ministry of Health email if treatment = "Top-down" Display Lithuanian Student Union email if Treatment = "Bottom-up"</p> <p>Enumerator states: We will now share with you an email. You should take some time to read this email.</p> | |
| MAILCHECK_end timestamp | | |
| INFO_01 | Please indicate that the email has been shown to the respondent. If INFO_01 = 01, go to INFO_02 If INFO_01 = 02, go to INFO_01_other | 01 = Shown 02 = Not shown |
| INFO_01_other | If it is not possible to show the email due to technical issues, please indicate why here. Your supervisor will follow up with you regarding the case. Skip to DEM | [Text] |
| INFO_02 | Enumerator use only (do not state to respondent) Please rank the respondent's attention while reading the email. | 01 = Very distracted 02 = Distracted 03 = Neither distracted nor attentive 04 = Attentive 05 = Very attentive |
| MAILCHECK_01 | Have you previously seen this email? If MAILCHECK_01>02, skip to DEM | 01 = Yes, I've seen the same email 02 = Yes, I've seen a slightly different but similar version of this email 03 = No 998 = Refuse to answer. |
| MAILCHECK_02 | Was the email you received affiliated with any institution? If MAILCHECK_02!=01, skip to INFO_03 | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer |
| MAILCHECK_03 | With which institution was the email affiliated? <i>Enumerator instructions: select all that apply and do not read or show responses</i> | 01 = Ministry of Health 02 = Student's Union 03 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer |
| INFO_03 | Who sent you the email? <i>Enumerator instructions: select all that apply and do not read or show responses</i> | 01=Sent to me by Ministry of Health 02=Sent to me by Lithuanian Student Union |

| | | |
|----------------|---|---|
| | | <p>04=Sent to me from a colleague in my institution 05=Sent to me from a colleague outside of my institution</p> <p>800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer.</p> |
| INFO_04 | <p>To how many people, if any, have you forwarded the email?</p> <p>If INFO_04=0, skip to INFO_07</p> | <p>[ENTER NUMBER]</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| INFO_05 | <p>To whom have you forwarded the email?</p> <p>Select all that apply.</p> | <p>01 = Teachers 02 = Support staff 03 = Principals 04 = Colleagues in my institution 05 = Colleagues outside my institution</p> <p>800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer.</p> |
| INFO_06 | <p>Why did you forward the email to these individuals?</p> <p>Select all that apply.</p> <p>Skip to DEM</p> | <p>01 = I felt they would benefit the most from the training 02 = I feel that the training on youth mental health is very important 03 = They are interested in this topic 04 = They are senior staff that can encourage others and set an example</p> <p>800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer.</p> |
| INFO_07 | <p>Why did you not forward the email?</p> <p>Select all that apply.</p> | <p>01 = Mental health is not a relevant topic 02 = I did not feel the training will be useful 03= I did not think anyone would be interested in the training 04 = I did not trust the source of the email</p> <p>800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer</p> |

MOD DEM: DEMOGRAPHICS (ASK ALL RESPONDENTS)

| Topic | Question | Responses |
|---|--|---|
| DEM_04_01 Gender | What gender do you identify with? | 01 = Male 02 = Female 03 = Both 04 = Neither 998 = Refuse to answer. |
| DEM_04_02 Age | What is your age? | [18-75] 800 = Other (please specify): _____ 998 = Refuse to answer. |
| DEM_04_03 Children | Do you have children? | 01 = Yes 02 = No 998 = Refuse to answer. |
| DEM_04_04 Education | What is the highest educational qualification you have attained? | 01 = Primary education 02 = Secondary education 03 = Vocational/post-high school diploma 04 = Undergraduate degree 05 = Master's degree 06 = PhD/Doctorate 800 = Other (please specify): _____ 998 = Refuse to answer. |
| DEM_04_05 Unit identifier | In which unit do you currently work? Enumerator instruction: Do not read out responses. Choose the most appropriate. | 01 = General section 02 = Accounting or asset management 03 = Law, Public Procurement or Human Relations 04 = Information Technology 05 = Health 06 = Culture, Tourism or Sport 07 = Education 08 = Economics, Budget, Investment and Finance 09 = Communications and Client Relations 10 = Social Services and Support 11 = Transport 800 = Other (please specify): _____ 998 = Refuse to answer. |
| DEM_04_06 Years of Experience | How many years in total have you worked in the public administration? | Dropdown, with 0-60 as response options 900 = Don't know 998 = Refuse to answer. |
| DEM_04_07 Tenure in organization | How many years have you been in your current institution? | Dropdown, with 0-60 as response options |

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| | | 900 = Don't know 998 = Refuse to answer. |
| DEM_04_08 Mobility | In how many public administration institutions have you worked in your career (including your current institution)? | Dropdown, with 0-30 as response options 900 = Don't know 998 = Refuse to answer. |
| DEM_04_09 Contract type | Are you a public servant or a contract worker? | 01 = Public Servant 02 = Contract Worker 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer |
| DEM_04_09_a Contract type | On what type of contract are you currently employed? Select one response only (the closest possible). Skip if DEM_04_09 = 01 | 01 = Permanent contract/pensionable 02 = Short-term/Temporary/Contractor 900 = Don't know 998 = Refuse to answer |
| DEM_04_10 Rank | Which of the following best describes your rank and responsibilities? Select one option only. Enumerator note: Interpret as 01 - manager/supervisor; 02 - technical or professional, such as planning or monitoring expert etc. 03 - administrative as assistants, administrative officers, reception, etc. | 01 = Management, direction and supervision: you are formally in charge of managing staff and budgets 02 = Technical and/or professional responsibilities 03 = Administrative support and assistance 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer. |

MENTAL HEALTH

MOD STIGMA: STIGMA (ASK ALL RESPONDENTS)

Enumerator states: Thank you. Now we will proceed to a series of questions on perceptions of mental health challenges, defined as **certain thoughts, behaviours and/or feelings that hinder the pursuit of good mental health and/or psychological well-being**. There are no right or wrong answers. I am only interested in your opinion.

| Topic | Question | Responses |
|---------------------|---|---|
| STIGMA_16_01 | If a close friend experienced mental health challenges , would they want it to remain a secret or not? | 1=Yes, remain a secret 2=No 900 = Don't know 998 = Refuse to answer. |
| STIGMA_16_02 | Now consider your colleagues in your institution. If ten of these colleagues were chosen at random, how many out of these ten do you think would want it to remain a secret if they experienced mental health challenges ? | [0-10] 900 = Don't know 998 = Refuse to answer. |

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| | Please indicate the degree to which you agree or disagree with the following statements. | 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree 900 = Don't know 998 = Refuse to answer. |
| STIGMA_16_03 | It's best not to talk about mental health challenges. | |
| STIGMA_16_04 | Having any indication of mental health challenges, such as inability to rest, worry depression, or anxiety is a sign of personal failure. | |
| STIGMA_16_05 | Individuals with mental health challenges are more dangerous to other people than the average person. | |
| | <p>Now I will describe a person. After I read the description, I will ask a few questions on how you feel and think about that person.</p> <p>Jonas is a 16-year-old student. Jonas has been feeling really down for the last two weeks. He wakes up in the morning with a flat, heavy feeling that sticks with her/him all-day long. He isn't enjoying things the way he normally would. Jonas feels worthless, and very discouraged. Jonas's family has noticed that he hasn't been himself for about the last month, and that he has pulled away from them.</p> | |
| STIGMA_16_06 | How likely is it that Jonas's situation will improve on its own? | 01 = Not at all likely 02 = Not likely 03 = Neither likely neither not likely 04 = Likely 05 = Very likely 900 = Don't know 998 = Refuse to answer |
| STIGMA_16_07 | What do you think Jonas is experiencing? Select all that apply. | 01 = Part of the normal ups and downs of life 02 = A nervous breakdown 03 = A mental illness 04 = A physical illness 05 = Major depression 06 = Schizophrenia 800 = Other (please specify): ____ 900 = Don't know |
| STIGMA_16_08 | Do you think that Jonas' school should take some action regarding this situation? | 01 = Yes 02 = No 998 = Refuse to answer |

| | | |
|-----------------------|---|---|
| STIGMA_16_08_a | <p>Which actions at school would you recommend for Jonas to help overcome his issue?</p> <p>Enumerator instructions: Screen share responses. Select all that apply.</p> <p>Skip if STIGMA_16_08 = 02, 998</p> | <p>01 = A conversation with a teacher 02 = A conversation with the school psychologist 03 = A conversation with the school social specialist 04 = A conversation with the school principal 05 = A conversation between the school and the students' parents 06 = Detention 07 = Suspension 08 = Expulsion</p> <p>800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer</p> |
|-----------------------|---|---|

MOD MHBUD: MENTAL HEALTH BUDGETING (ASK ALL RESPONDENTS)

Enumerator states: Thank you. Now I would like to discuss budgeting on mental health services. I will ask for estimates and perceptions from **FY20**. Please keep in mind that your answer does not need to be exact. If you are unsure of the precise answer, please give your best guess.

| Topic | Question | Responses |
|--|---|--|
| MHBUD_17_01 Youth mental health investments: money | What proportion of [ORGANIZATION]'s budget in FY20 was allocated to youth mental health? | [0-100] 900=Don't know 998=Refuse to respond |
| | <p><i>Municipal and public health bureau respondents ID_03_03 = 02:</i> now consider all of the [INSTITUTION TYPE]s in the country.</p> <p><i>Central government respondents ID_03_03 = 01, 03:</i> now consider all of the [INSTITUTION TYPE]s in the EU.</p> | |
| MHBUD_17_02 Youth mental health investments: peer institutions money | On average, what proportion of [INSTITUTION TYPE]s' budgets in FY20 were allocated to youth mental health? | [0-100] 900=Don't know 998=Refuse to respond |
| MHBUD_17_03 Perceptions of relative investments: reasoning | <p>You've indicated that [ORGANIZATION] allocated [LESS/MORE] funding to youth mental health than other [INSTITUTION TYPE]s [in the EU/across Lithuania] in FY20</p> <p>What factors contribute to [INSTITUTION]'s [LOWER/HIGHER] budget share towards youth mental health in FY20?</p> | <p>01 = [LESS/MORE] youth mental health needs among its constituency than the average [INSTITUTION TYPE] 02 = [LESS/MORE] proactive programming than the average [INSTITUTION TYPE] 03 = [MORE/LESS] mental health stigma the average [INSTITUTION TYPE]</p> |

| | | |
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| | <p>Select all that apply.</p> <p>Skip if MHBUD_17_01 = MHBUD_17_02</p> | <p>04 = [LESS/MORE] competing budget items than the average [INSTITUTION TYPE]</p> <p>05 = [LESS/MORE] knowledge on youth mental health and related programming than the average [INSTITUTION TYPE]</p> <p>06 = [LESS/MORE] community valuation of youth mental health than faced by the average [INSTITUTION TYPE]</p> <p>800 = Other (please specify): ____</p> <p>900 = Don't know</p> <p>998 = Refuse to answer.</p> |
| MHBUD_17_04 | <p>Now, consider that the total budget of your institution is made up of 100 beans. Imagine that you could decide how to allocate your institution's 's bean budget for the 2022 fiscal year. How would you distribute the beans between categories?</p> | <p>Respondents must distribute the 100 bean budget according to these categories:</p> <p>Economic affairs Education Mental health Social protection Residual services (everything else)</p> |
| MHBUD_17_05 Budget decisions | <p>Do you contribute to budget decisions in your organization?</p> | <p>01=Yes 02=No</p> <p>900=Don't know 998=Prefer not to respond</p> |

MOD NMH: NATIONAL MENTAL HEALTH (ASK ALL RESPONDENTS)

Enumerator states: Thank you. Now we will proceed to a series of questions on mental health in Lithuania. During this module, I will ask about information that comes from a scientific study. **Please keep in mind that you do not necessarily need to know the conclusions of this study and your answer does not need to be exact. If you are unsure of the precise answer, please give your best guess. We are only interested in your opinion.**

Enumerator note: try to urge respondents to answer with a best guess if they seem reluctant to answer.

| Topic | Question | Responses |
|------------------|---|---|
| NMH_19_00 | Were you aware of the Health Behaviour in School-Aged Children Study of 2018 before this survey? | <p>01 = Yes 02 = No</p> <p>998 = Refuse to answer</p> |
| | Consider all students in Lithuania. According to the Health Behaviour in School-aged Children Study of 2018 ... | |

| | | |
|--|--|--|
| NMH_19_01 HBSC: low well-being | ...what share of these students did not feel satisfied by life? | [0-100] 900=Don't know 998=Refuse to respond |
| NMH_19_02 HBSC: low psych | ...what share of these students thought of suicide? | [0-100] 900=Don't know 998=Refuse to respond |
| NMH_19_03 HBSC: bullying | ...what share of these students experienced bullying at school? | [0-100] 900=Don't know 998=Refuse to respond |
| NMH_19_04 HBSC: teacher support | ...what share of these students did not feel sufficiently supported by teachers? | [0-100] 900=Don't know 998=Refuse to respond |
| | Now think of your colleagues in [ORGANIZATION]. I'm interested in their perceptions. | |
| NMH_19_05 HBSC: low psych (colleague) | Could you estimate what an average colleague in your school believes to be the share of these students that experienced low levels of life satisfaction? | [0-100] 900=Don't know 998=Refuse to respond |

MOD COP: CO-PRODUCTION (ASK ALL RESPONDENTS)

The following module is to be asked once according to the following:

- For PHB respondents (ID_03_03 = 04): ask about their municipality
- For municipal respondents (ID_03_03 = 03): ask depending on unit:
 - (DEM_04_05 = 06, 07) – Education, Culture, Tourism and Sport - Ask about Ministry of Education
 - (DEM_04_05 = 05) - Health - Ask about Ministry of Health
 - (DEM_04_05 = 10) – Social Services and Support - Ask about Ministry of Social Security and Labor
 - (DEM_04_05 = 01, 02, 03, 04, 08, 09, 11, 800, 998) Ask randomly between Ministry of Education, Ministry of Health, Ministry of Social Security and Labor
- For MoH respondents (ID_03_03 = 01, ID_03_04 =01), ask randomly one of “EQUAL” tier for “Ministry of Education; Ministry of Social Security and Labor)
- For MoE respondents (ID_03_03 = 01, ID_03_04 =02), ask randomly one of “EQUAL” tier for “Ministry of Health; Ministry of Social Security and Labor)
- For MoSSL respondents (ID_03_03 =01, ID_03_04 = 03, ask randomly one of “EQUAL” tier for “Ministry of Education; Ministry of Health;

- For NAE respondents (ID_03_03 = 02), ask one of “UPPER” tier for; Ministry of Education;
- Skip for respondents from Ministry of Transport

| Topic | Question | Responses |
|--|--|---|
| | I will now ask you a series of questions about [TIER] Please indicate the degree to which you agree or disagree with the following statements. | 1=Strongly disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=Strongly agree 900 = Don't know 998 = Refuse to answer. |
| COP_18_01 Effectiveness | In general, [TIER] carries out its/their work effectively. | |
| COP_18_02 Leadership | Leadership in [TIER] is competent. | |
| | Please consider the past 12 months. How regularly did the following occur? | 01 = Never 02 = Once 03 = A few times 04 = Once or twice a month 05 = Weekly 06 = More than once a week 900 = Don't know 998 = Refuse to answer. |
| COP_18_03 Policy coordination | Officials from this organization worked closely with officials from [TIER] to create public sector policies and plans. | |
| COP_18_04 Policy coordination for youth mental health | Officials from this organization worked closely with officials from [TIER] to create policies and plans for youth mental health . | |
| COP_18_05 Budget | To what extent do you agree that the over the last 12 months, budgeting decisions of this organization were made in close collaboration with officials from [TIER]. | 1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree 900 = Don't know |

| | | |
|------------------------------|---|---|
| | | 998 = Refuse to answer. |
| COP_18_06 Contact | Do you have contact information for an official from [TIER] with whom you could get in touch to discuss public sector programming and policy making?? | 01=Yes 02=No 900 = Don't know 998 = Refuse to answer. |
| COP_18_07 | What are the main constraints to closer collaboration between officials in this organization and those in [TIER]s on public administration policy? Enumerator instructions: Select all that apply. | 01 = Management politics 02 = Insufficient platforms or linkages for communication 03 = Limited time 04 = Minimal overlap of activities 05 = Lack of interest in collaboration from [TIER] 06 = Lack of interest in collaboration from officials in my organization 800 = Other (please specify): ____ 900 = Don't know 998 = Prefer not to respond |

MOD SEL: SELECTION (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 998)

| Topic | Question | Responses |
|---|---|--|
| SEL_05_01 Recruitment Experience | In which year did you last participate in a recruitment process in the public administration? | [1970-2021] 900 = Don't know 998 = Refuse to answer. |
| SEL_05_02 Recruitment | Please think back for a moment to your very first paid, full-time job in the public sector. Do you remember how you found out about the job opportunity? Enumerator instructions: Do not read response list. Select all that apply. | 01 = Advertisement in a newspaper 02 = Advertisement on the central civil service online job portal 03 = Advertisement on a private online job portal 04 = Advertisement on the website of the institution that subsequently employed you |

| | | |
|--------------------------------|--|---|
| | | <p>05 = Personal communication with a government employee, family or friends</p> <p>06 = Through a school/university I attended</p> <p>800 = Other (please specify): _____</p> <p>900 = Don't know / prefer not to respond</p> |
| SEL_05_03 Screening | How important have the following criteria been for you to get your first job in the civil service? | <p>Scale from 1 to 7 where 1 – not important at all 7- very important</p> <p>900 – Don't know 998 – Refuse to answer</p> |
| SEL_05_03 _a | Educational background | |
| SEL_05_03 _b | Previous work experience | |
| SEL_05_03 _c | Job-specific skills | |
| SEL_05_03 _d | Legal knowledge | |
| SEL_05_03 _e | Knowing a politician or someone with political links | |
| SEL_05_03 _fho | Having family, friends or other personal connections in your institution | |
| SEL_05_03 _g | Providing gifts or unofficial payments | |
| SEL_05_04 Screening | During the interview you sat when you first joined the public sector, what kind of questions were you asked? | <p>01 = On content of legislation 02 = On analysing/applying legislation 03 = On technical knowledge relevant to the job 04 = On how you would solve certain problems 05 = On your motivation to join the organization 06 = Questions that tested your soft skills, for instance how you work and communicate with others, in a team, etc.</p> <p>800 = Other (please specify): _____</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| SEL_05_05 Screening | Which of the following assessment methods were used in the selection process for your current position? | <p>01 = No formal assessment was undertaken 02 = Word test (conversation) 03 = Written examination</p> |

| | | |
|--|--|--|
| | | 800 = Other (please specify): _____ 900 = Don't know 998 = Refuse to answer. |
| SEL_05_06 Attraction to the service | Which factors most attracted you to take up a career in the public administration? Enumerator instructions: Screen share response list. Select and rank the top three choices. | 01 = Job security 02 = Salary levels and benefits (e.g. pensions) 03 = Status and prestige 04 = Career development opportunities 05 = Training opportunities 06 = Travel opportunities 07 = Location 08 = Opportunity to serve society 09 = Interesting work 10 = Challenging work responsibilities 11 = Good working conditions 12 = Having friends in the institution 13 = Predictable hours 14 = Work-life balance 15 = Lack of available jobs in the private sector 800 = Other (please specify): _____ 900 = Don't remember 998 = Refuse to answer. |

MOD PEM: PERFORMANCE MANAGEMENT (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 998)

Enumerator states: We would now like to ask you a few questions about how performance is measured in your organization (for example, through performance appraisals or evaluations, or through monitoring systems), how these measures are used, and how useful they are.

| Topic | Question | Responses |
|---|---|--|
| PEM_06_01 Performance evaluation | Has your performance been formally evaluated during the past two years (through the annual performance evaluation report)? <i>If PEM_06_01 Performance Evaluation!=01, go to PEM_06_06 Informal discussion</i> | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| PEM_06_02 Performance results | Has your superior discussed the results of your last performance evaluation with you after filling in your performance evaluation report? <i>If PEM_06_02!=1, skip to PEM_06_04</i> | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| PEM_06_03 | Was this discussion useful for you to improve your performance? | 01 = Yes 02 = No |

| | | |
|--|--|---|
| Impact of discussion | | 900 = Don't know 998 = Refuse to answer. |
| PEM_06_04 Performance rating | If you remember your last performance rating, what was it? | 01 = Very good 02 = Good 03 = Satisfactory 04 = Unsatisfactory 05 = I did not receive a performance rating 06 = I was not told my performance rating 900 = Don't know/Don't remember 998 = Refuse to answer. |
| PEM_06_05 Using performance results | Have your performance evaluation results been used in any of the following ways by you or your management? Do not allow 01 and others. | 01 = My performance evaluation results have not been used in any significant way 02 = To help me keep track of my performance 03 = To help me improve my performance 04 = To assess what type of trainings I should receive 05 = To motivate me to work hard 06 = To set my pay 07 = To award me a bonus 08 = To promote me to a new position 09 = To transfer me to another position 10 = As part of a disciplinary or dismissal procedure 900 = Don't know 998 = Refuse to answer. |
| PEM_06_06 Informal discussion | Has your superior discussed with you your performance informally at other occasions throughout the year, for instance providing feedback and advice on improving your performance? | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| PEM_06_07 Informal discussion | Has anyone else informally discussed your performance with you and provided feedback and advice on improving your performance? | 01 = HR department member 02 = Colleague from my unit 03 = Colleague from a different unit 04 = Another manager 05 = None of the above 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer. |

MOD ADV: ADVANCEMENT (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 998)

| Topic | Question | Responses |
|--|---|--|
| ADV_07_01 Advancement in organization | Do you remember when you last advanced in your public service career to a position – be it a position of higher pay, greater responsibilities or both? | [Dropdown with 0-40] years ago 800 = I have not yet advanced to a better position in the public administration 900 = Don't know 998 = Refuse to answer |
| ADV_07_02 Opportunities for promotion | On a scale of 1 to 5, how confident are you that you will get promoted to the next professional grade if you perform your job well? 1 is very unconfident and 5 is very confident. | 01 = Very unconfident 02 = Unconfident 03 = Neither unconfident nor confident 04 = confident 05 = Very confident 06 = I cannot get promoted, because I am at the highest professional grade 07 = I am not interested in getting promoted 900 = Don't know 998 = Refuse to answer |
| ADV_07_03 Criteria for promotion | Thinking about your opportunities for career advancement, how important would you expect the following criteria to be for your advancement to better positions within your organization? | [1-7], where 1 - not at all important and 7 - very important 900 = Don't know 998 = Prefer not to respond |
| ADV_07_03_a | Job performance | |
| ADV_07_03_b | Length of service | |
| ADV_07_03_c | Educational background | |
| ADV_07_03_d | Support from family, friends or other personal connections in the public service | |
| ADV_07_03_e | Support from a politician or someone with political connections | |
| ADV_07_04 Timeline of promotion | In how much time do you anticipate you will next advance in your public service career to a better position – be it a position of higher pay, greater responsibilities or both? | [Dropdown with 0-40] years 700 = I cannot get promoted, because I am at the highest professional grade 900 = Don't know 998 = Refuse to answer |

MOD REW: REWARDS (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 998)

Enumerator states: We would now like to ask you a few questions about how performance is rewarded in your organization. We are interested in the extent to which bonuses and incentives (for example, the provision of monetary or non-monetary rewards, over and above your normal salary and benefits) exist in your organization.

| Topic | Question | Responses |
|---|---|---|
| REW_08_01 Performance bonus | Have you ever received a performance bonus in your current institution? | 01 = Yes 02 = No 900 = Don't know 998 = Refuse to answer. |
| REW_08_02 Performance bonus: reason | For the last bonus you received in your current institution, on what grounds was it paid to you? <i>Skip if Performance bonus=02</i> | 01 = It was equally paid to everybody in the unit 02 = It was our manager's decision how to distribute the performance bonus 03 = It was distributed based on performance criteria established at the level of the institution 04 = It was distributed on subjective grounds with no connection to performance criteria 05 = I am not aware of the criteria used in granting the performance bonus 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer. |
| REW_08_03 Performance incentives (financial) | To what extent do you agree with the following statement: When I perform well at work, my prospects for a pay rise or bonus improve. | 01 = Strongly Disagree 02 = Disagree 03 = Neither agree nor disagree 04 = t Agree 05 = Strongly Agree 900 = Don't know 998 = Refuse to answer. |
| REW_08_04 Non-financial incentives | Which of these rewards or forms of recognition have been promised to you in your institution during the past 12 months? Select all that apply. | 01 = A letter of commendation from your institution or a formal commendation in your personnel file. 02 = A salary raise. 03 = A performance bonus or other financial reward. 04 = A promotion or secondment. 05 = Additional travel or training opportunities. 06 = Opportunity to work on an EU-funded project. 07 = A certificate or prize by your institution. 08 = No reward or form of recognition was promised 900 = Don't know 998 = Refuse to answer |
| REW_08_05 | Of the rewards or forms of recognition that you were promised in the past 12 months, which have you received? | [Filtered list of responses selected in REW_08_04] |

| | | |
|------------------|---|---|
| REW_08_06 | <p>In continuation, have you received positive feedback or praise from your manager in the past 12 months?</p> <p>Enumerator instructions: Read responses. Select all that apply.</p> | <p>01 = Yes, public praise from your manager in a staff meeting or public event 02 = Yes, informal feedback from your manager that you have done a good job. 03 = No, I have not received positive feedback from my manager</p> <p>900 = Don't know 998 = Refuse to answer</p> |
|------------------|---|---|

MOD DIS: DISMISSALS (ASK ONLY FOR DEM_04_10 = 01)

| Topic | Question | Responses |
|---|--|---|
| DIS_09_01 Dismissal (poor performance) | <p>To what extent do you agree or disagree with the following statements:</p> <p>It would be difficult to dismiss me from the public administration.</p> | <p>01 = Strongly Disagree 02 = Disagree 03 = Neither agree nor disagree 04 = Agree 05 = Strongly Agree</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| DIS_09_02 Dismissal (poor performance) | <p>It would be difficult to dismiss a public official who has been found to have broken the rules from the public administration.</p> | <p>01 = Strongly Disagree 02 = Disagree 03 = Neither agree nor disagree 04 = Agree 05 = Strongly Agree</p> <p>900 = Don't know 998 = Refuse to answer.</p> |

MOD MOT: ATTITUDE AND MOTIVATION (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 998)

| Topic | Question | Responses |
|--|---|---|
| MOT_10_01 Mission alignment | <p>I'd like you to think about how you see your mission in the public administration. Which of these statements most closely characterise your mission?</p> <p>Select all that apply.</p> | <p>01 = Following public administration rules 02 = Being a good colleague in any situation 03 = Providing a public service to my close community 04 = Providing a public service to the country as a whole 05 = Making the public sector work better 800 = Other (please specify): ____</p> <p>900 = Don't know 998 = Refuse to answer.</p> |

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| VID_01 | What is more important to you in terms of your position: serving the community or advancing your career? | [1-7], where 1 = Serving the community and 7 = Career advancement |
| VID_02 | To what extent do you agree with the following statements: I get motivated by working on tasks that have the potential to benefit others. | 01 = Strongly disagree 02 = Disagree 03 = Neither agree nor disagree 04 = Agree 05 = Strongly agree 900 = Don't know 998 = Refuse to answer. |
| MOT_10_02 Goal alignment | My daily tasks are aligned with my organization's objectives. | |
| MOT_10_03 Career in public service | I expect to spend the rest of my career in the public service. | |
| MOT_10_04 Satisfaction with salary | I am satisfied with my salary. | |
| MOT_10_05 Satisfaction with benefits | I am satisfied with my non-salary benefits (for example pension plan, vacation, health and other benefits) | |
| MOT_10_06 Satisfaction with job | I am satisfied with my job. | |
| MOT_10_07 Pay sufficiency | I could sustain my household through my salary alone. | |
| MOT_10_08 | It would be easy for me to find a job outside the public administration that pays better than my current job | |
| MOT_10_09 | I am paid at least as well as colleagues who have job responsibilities similar to mine | |
| MOT_10_10 Intent to leave | Are you actively seeking to leave the organization in the near future? | 01=Yes 02=No 900 = Don't know 998 = Refuse to answer. |
| MOT_10_11 Motivation | Imagine that when you started in the public administration your work motivation was 100. What number would you say your work motivation is today relative to that? | Answer must be numerical. 900 = Don't know / prefer not to respond If response is >100, go to (a) |

| | | |
|--|---|--|
| | <p>A number above 100 means you are more motivated today than when you started in the public administration. A number below 100 means you are less motivated today.</p> | <p>If response is <100, go to (b) If response is 100, go to MOD INC: INCENTIVES</p> |
| <p>MOT_10_11_a Reasons for motivational change (a)</p> | <p>What is the reason that you are <u>more</u> motivated now than when you first entered the service?</p> <p>Enumerator instructions: Screen share responses. Select top 3 reasons.</p> | <p>01 = Wage 02 = Conditions of service apart from wage (e.g. holiday allowance or leave, health insurance provision, or transportation allowance) 03 = Office space/working environment 04 = The work is interesting and challenging 05 = My skills allow me to thrive in this role/org 06 = Improved training and development opportunities 07 = Opportunities for career progression 08= I am given autonomy in carrying out my tasks 09= Opportunity to serve the public 10= The quality of management 11= Good relationship with my team and colleagues</p> <p>800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer.</p> |
| <p>MOT_10_11_b Reasons for motivational change (b)</p> | <p>What is the reason that you are <u>less</u> motivated now than when you first entered the service?</p> <p>Enumerator instructions: Screen share responses. Select top 3 reasons.</p> | <p>01 = Wage 02 = Conditions of service apart from wage (e.g. holiday allowance or leave, health insurance provision, or transportation allowance) 03 = Office space/working environment 04 = The work is not interesting or challenging 05 = The role does not match my skill set 06 = Poor training and development opportunities 07 = Limited promotion opportunities 08 = Limited responsibility 09 = Limited opportunity to contribute to impactful decisions 10 = Lack of quality management 11 = Poor relationship with my team and colleagues 12 = Disillusionment with the public sector</p> <p>800 = Other (please specify): ____ 900 = Don't know</p> |

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| | 998 = Refuse to answer. |
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MOD INC: INCENTIVES (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 999)

| Topic | Question | Responses |
|--|---|---|
| INC_11_01 Salary | What is your current monthly net salary? (this is, after taxes, exactly what you receive in your bank account each month) | Record number. -900 = Don't know -998 = Refuse to answer. |
| INC_11_02 Salary | How many payments of [salary] do you receive every year? | Record number. -900 = Don't know -998 = Refuse to answer. |
| INC_11_03 Peer salary perceptions in same institution | Consider a [randomized gender] in your [institution] in a position like yours with similar tasks and responsibilities. What do you believe is [his/her] monthly net salary? (this is, after taxes, exactly what [he/she] receives in [his/her] bank account each month). If you are unsure, please make your best guess. | Record number. 900 = Don't know 998 = Refuse to answer. |
| INC_11_04 Private sector wage comparison | If your total public-sector wage is represented as '100', what relative number would you expect to earn if you worked in the private sector? For example, 10% <i>more</i> would be '110' and 10% <i>less</i> would be '90'? (This is, after taxes, exactly what you would expect to receive in your bank account each month.) | Record number. If this number is larger than '100' then continue, if not go to TW 900 = Don't know 998 = Refuse to answer. |
| INC_11_05 Attraction to the service | If you think you could earn better in the private sector, why do you choose to continue working in the public administration? | 01 = Job security 02 = Benefits 03 = Status and prestige 04 = Career development opportunities 05 = Training opportunities 06 = Travel opportunities 07 = Location 08 = Opportunity to serve society 09 = Interesting work 10 = Challenging work responsibilities 11 = Good working conditions 12 = Having friends in the institution 13 = Predictable hours 14 = Good work-life balance 15 = Lack of available jobs in the private sector 800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer. |

MOD TW: TEAMWORK (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 998)

| Topic | Question | Responses |
|---|---|---|
| | <p>Consider the colleagues with whom you worked closely during the course of the past six months.</p> <p>Please indicate the extent to which you agree or disagree with the following statements.</p> | <p>01 = Strongly disagree 02 = Disagree 03 = Neither agree nor disagree 04 = Agree 05 = Strongly agree</p> <p>900 = Don't know 998 = Refuse to answer.</p> |
| TW_12_01 Communication | Communication with colleagues is efficient. | |
| TW_12_02 Task allocation | Colleagues avoid duplication of effort and make sure they are clear about who is doing what. | |
| TW_12_03 Fairness | There is a fair distribution of tasks across colleagues. | |
| TW_12_04 Fairness | I feel valued by colleagues for the work I do. | |
| TW_12_05 Growth and innovation | Colleagues support each other in coming up with new and better ways of doing things. | |
| TW_12_06 Support | I can rely on colleagues for task support when things get difficult in my job. | |
| TW_12_07 Trust | I trust my colleagues. | |

MOD BCB: BOTTLENECKS AND CAPACITY BUILDING (ASK ONLY FOR DEM_04_10 = 02, 03, 800, 900, 998)

| Topic | Question | Responses |
|--|---|--|
| BCB_13_01 General bottlenecks | <p>What are the biggest challenges to you being able to complete your most important tasks effectively?</p> <p>Enumerator instructions: Screen share responses. Select the top three obstacles in order of importance, where 1 = most important/most frequent constraint 2 = second-most important/second-most</p> | <p>01 = My roles and responsibilities are not clear 02 = Last-minute requests stop me from performing my main tasks 03 = My work suffers from a lack of organization (no schedule or calendar)</p> |

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| | frequent constraint 3 = third-most important/third-most frequent constraint. | <p>04 = There is inadequate leadership in the organization</p> <p>05 = My tasks do not have deadlines, so I am unclear about when I am supposed to do what</p> <p>06 = My team does not work well together/communicates poorly, so we waste time</p> <p>07 = I do not have the right skills to be productive in this role</p> <p>08 = I am not motivated sufficiently to undertake my job</p> <p>09 = There is inadequate resources/IT/transport to do my work</p> <p>10 = There is inadequate guidelines/rules/proclamations to guide my work</p> <p>11 = Corruption in my organization stops me from working productively</p> <p>12 = Turnover of staff in my directorate/organization has limited productivity</p> <p>13 = I don't get required inputs from others in a timely manner</p> <p>14 = Lack of trust in my team</p> <p>800= Other (please specify): ____</p> <p>900 = Don't know</p> <p>998 = Refuse to answer.</p> |
| BCB_13_02 Digital skills | What proportion of your colleagues within your organization would you say have the necessary IT skills to perform their tasks effectively? | <p>Answer must be numerical and between 0 and 100.</p> <p>900 = Don't know</p> <p>998 = Refuse to answer.</p> |
| BCB_13_03 Capacity building | <p>Have you received any training related to your job in the last 12 months?</p> <p>If BCB_13_03!= 01, go to BCB_13_05</p> | <p>01=Yes</p> <p>02=No</p> <p>900=Don't Know</p> <p>998=Refuse to answer</p> |
| BCB_13_04 Capacity building | To what extent do you agree with the following statements about the training provided to you and your colleagues? | <p>01 = Strongly Disagree</p> <p>02 = Disagree</p> <p>03 = Neither agree or disagree</p> <p>04 = Agree</p> <p>05 = Strongly Agree</p> <p>900 = Don't know</p> <p>998 = Refuse to answer.</p> |
| BCB_13_04_a | It is relevant for the work [PUBLIC OFFICIALS/] do | |
| BCB_13_04_b | It does not match the specific needs of my job | |
| BCB_13_04_c | It has to be provided more regularly | |

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| BCB_13_05 Agility and Innovation | On a scale of 1 to 5, how would you rate each of the following in your organization: | |
| BCB_13_05_a | Speed of decision-making | (1)Very slow.....(5)Very quick |
| BCB_13_05_b | Openness to new ways of working ideas | (1)Not at all open...(5)Very open |
| BCB_13_06 Agility and Innovation | How often do you search for new working methods or techniques in your job? | 01 = Never 02 = Rarely 03 = Sometimes/occasionally 04 = Often 05 = Always 900 = Don't know 998 = Refuse to answer. |

MOD C19: ADAPTING TO THE POST-COVID-19 ERA (ASK ALL RESPONDENTS)

| Topic | Question | Responses |
|--|--|---|
| C19_14_01 Remote work | What proportion of your typical workplace tasks cannot be done remotely, given current circumstances? Typical workplace refers to the environment in which people in your position regularly worked with this institution prior to the COVID-19 pandemic. | [0-100] 900 = Don't know 998 = Refuse to answer. |
| C19_14_02 Remote work | What proportion of your typical workplace tasks could not be done remotely in the future, given additional resources (for example, additional tools, investment)? Typical workplace refers to the environment in which people in your position regularly worked with this institution prior to the COVID-19 pandemic. | [0-100] 900 = Don't know 998 = Refuse to answer. |
| C19_14_03 Challenges | What challenges do you face in undertaking your core tasks if/when required to work remotely or from home. Select all that apply. | 01 = Lack of access to equipment 02 = Lack of access to software 03 = Lack of access to internet 04 = Lack of access to necessary documents 05 = Lack of clients/customers 06= I do not have an adequate workspace in my house 07 = Nature of work requires face-to-face action 08 = Family commitments 09 = Security concerns (use of confidential data) |

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| | | <p>10 = COVID-19 work has taken priority</p> <p>11= Lack of support from management/leadership</p> <p>12= Poor quality of teamwork and collaboration</p> <p>13= I have not faced challenges</p> <p>800 = Other (please specify): ____</p> <p>900 = Don't know</p> <p>998 = Refuse to answer.</p> |
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MOD MP: MANAGEMENT PRACTICES ASK RESPONDENTS ACCORDING TO SPECIFICATION

To employees/non-managers (DEM_04_10 = 02, 03):

| Topic | Question | Responses |
|--|---|---|
| MP_21_01 Supervision | How many people regularly assign you tasks as part of your work duties? | Numeric answer. 900=Don't know 998=Refuse to answer |
| MP_21_02 Time management | What percentage of your time is spent working on tasks given to you by your direct superior? | [0-100] 900=Don't know 998=Refuse to answer |
| MP_21_03 Manager coordination | <p>We would like to understand how your direct supervisor(s) use your time? I will read out a number of statements. Please select the one that applies most closely. Do they...</p> <p>Enumerator instructions: Read responses. Select one response only.</p> | <p>01= Actively compete for my time</p> <p>02= Do not compete but typically do not coordinate on what they ask me to do leading me to being frequently overworked</p> <p>03= Coordinate well, ensuring my time is used effectively and reasonably</p> <p>900= Don't know</p> <p>998= Refuse to answer</p> |

To managers only (DEM_04_10 = 01):

| Topic | Question | Responses |
|---|--|--|
| MP_21_04 Span of control | How many full-time staff members that you manage directly report to you (rather than to one of your subordinates)? | [0-100] 900 = Don't know 998 = Refuse to answer. |
| VID_01 | What is more important to you in terms of your position: serving the community or advancing your career? | [1-7], where 1 = Serving the community and 7 = Career advancement. |

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|---------------|--|--|
| VID_02 | To what extent do you agree with the following statement: I get motivated by working on tasks that have the potential to benefit others. | 01 = Strongly disagree 02 = Disagree 03 = Neither agree nor disagree 04 = Agree 05 = Strongly agree 900 = Don't know 998 = Refuse to answer. |
|---------------|--|--|

Adapted World Management Survey

NOTE: The below questions assume a person-to-person survey format (i.e. phone, video, or in-person surveys) with highly qualified enumerators trained on assessing and scoring processes. An online or mobile survey format would require the question-answer options to be adjusted as the questions would be self-assessed.

Enumerator states: Thank you. I'd now like to understand a little bit about how you manage your staff. Let me stress, we are interested in **how things work in practice** in the past year or so, rather than what the formal rules state. There are often differences between the formal rules and what happens on the ground, and it's the latter that we are interested in. Remember that all answers you provide will be treated completely confidentially.

Throughout this module, the following additional codes are applied to each answer option 900 = Don't know, 998 = Refuse to answer.

MOD TAR: TARGETING

Enumerator states: I'd like to ask about how your Organization assigns tasks, responsibilities, and targets.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|------------------|---|--|--|
| TAR_26_01 | Does your organization have a clear set of goals and targets? | <ol style="list-style-type: none"> 1. The organization does not have defined goals. 2. The organization has broadly defined goals. 3. The organization has well-defined targets. 4. The organization and departments within it have well-defined targets. 5. The organization, departments and individual staff members have well-defined targets. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| TAR_26_02 | How related are the core tasks of individual staff members to the overall objectives of the organization? | <ol style="list-style-type: none"> 1. The organization has no defined objectives. 2. The organization has broadly defined objectives, but these are not clearly linked to individual tasks. 3. The tasks assigned to staff are not always related to the objectives of the organization. 4. Tasks assigned to staff are broadly related to the overall objectives. 5. All tasks are derived directly from objectives, which are periodically reviewed to ensure they stay on track. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

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| TAR_26_03 | When your staff get to work each day, do they know what their individual roles and responsibilities are? | <ol style="list-style-type: none"> 1. Staff do not always know what their roles and responsibilities are. 2. Staff know what their roles are within their work team. 3. Staff know their roles and responsibilities well within their work team. 4. Staff know their individual core tasks and responsibilities well both within their team and within the organization. 5. Staff know perfectly what their roles and responsibilities are within their team and their organization. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| TAR_26_04 | How are targets and performance measures communicated to staff in your organization? | <ol style="list-style-type: none"> 1. Neither targets nor performance measures are communicated to staff. 2. Targets and performance measures are informally communicated to managers. 3. Targets and performance measures are formally communicated to managers. 4. Targets and performance measures are formally communicated to all managers, and informally to all other staff. 5. Targets and performance measures are formally communicated and understood by all staff. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD INCMON: INCENTIVES/MONITORING

Enumerator states: Thank you. We would like to discuss how your Organization monitors progress on its objectives? Again, we are interested in what really happens, rather than what the formal rules stipulate.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|-----------------------|--|--|--|
| INCO MON_27_01 | How does your organization track or measure how well it is performing? | <ol style="list-style-type: none"> 1. Organization does not track performance. 2. Limited number of performance indicators tracked informally. 3. Limited number of performance indicators tracked formally. 4. Good range of performance indicators are tracked formally. 5. Full set of performance indicators are tracked formally and continuously. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| INCO MON_27_02 | Who is involved in the review of performance of the organization? | <ol style="list-style-type: none"> 1. Performance is not reviewed. 2. Performance is reviewed informally by senior management. 3. Performance is reviewed formally by senior management. 4. Performance is reviewed formally by management, and informally communicated to all staff. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

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| | | 5. Performance is reviewed formally by management, and formally communicated to all staff. | |
| INCO MON _27_ 03 | How often is the performance of your organization reviewed? | <ol style="list-style-type: none"> 1. Performance is not reviewed or every few years. 2. Annually 3. Every 6 months 4. Quarterly 5. Monthly or weekly | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD AUTROL: AUTONOMY: ROLES

Enumerator states: I would like to ask about the level of discretion you give your staff in undertaking tasks.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|------------------------------------|--|---|--|
| AUT ROL _28_ 01 | Who decides how individual staff members should carry out their tasks and assignments? | <ol style="list-style-type: none"> 1. How officials carry out their assignments is decided by senior managers. 2. How officials carry out their assignments is decided by senior managers. Officials can make suggestions, although this is not typical. 3. How officials carry out their assignments is jointly decided by the officer and senior managers. Senior managers tend to drive the decisions. 4. Officials have autonomy in deciding how to carry out their tasks but have to make sure senior managers agree. 5. Officials have complete autonomy in deciding how to carry out their tasks. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| AUT ROL _28_ 02 | Can most staff in your organization make substantive contributions to the policy formulation and implementation process? | <ol style="list-style-type: none"> 1. Staff do not contribute to policy formulation, nor to decisions about implementation. 2. Staff contribute to policy formulation, and decisions about implementation in an ad-hoc manner. 3. Staff can contribute to policy formulation and decisions about implementation, but there is no formal process for this. 4. Management encourages staff to contribute to policy formulation and decisions about implementation. 5. It is part of all staff members' duty to contribute to policy formulation and decisions about implementation. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| AUT ROL _28_ 03 | Is the workload of achieving your organization's targets evenly distributed | <ol style="list-style-type: none"> 1. A small minority of staff undertake the vast majority of work within the organization. | THIS IS AN ENUMERATOR SCORED QUESTION- DO |

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| | across its different staff members/group, or do some groups consistently shoulder a greater burden than others? | <ol style="list-style-type: none"> 2. Some staff groups are more burdened than others depending on the type of work they are responsible for. 3. The burden of the organization's work is more or less distributed equally among staff. A small minority do significantly less than others. 4. The burden of the organization's work is generally distributed equally among staff. 5. The burden of the organization's work is distributed equally among staff. Tasks are assigned in such a way that the amount of time required, and the level of difficulty are balanced out. | NOT READ OUT THE OPTIONS! |
| AUT ROL _28_ 04 | How are tasks allocated across individual staff members and groups? | <ol style="list-style-type: none"> 1. Staff allocation is done at random, so staff undertake tasks they are under/over-qualified for. 2. Staff allocation is done based on job titles only, so staff often undertake tasks they are under/over-qualified for. 3. Staff allocation is done by managers, but there is no system so staff may undertake tasks they are under/over-qualified for. 4. Allocation of tasks is done in an organized and structured way based on a basic skills database, but sometimes staff undertake tasks they are OVER qualified for. 5. Reallocation is done in an organized and structured way based on a detailed skills and competencies database. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD AUTFLE: AUTONOMY: FLEXIBILITY

Enumerator states: Thank you. Now I'd like to understand how your Organization responds when you are confronted by new demands or ways of working. Whilst we understand there may be formal rules governing serving different constituencies, we are interested in what really happens on the ground.

Enumerator note: Additional codes – 900 = Don't know, 998 = Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|------------------------------------|---|--|---|
| AUT FLE _29_ 01 | Does your organization adjust its procedures to the needs and requirements of different communities and stakeholders? | <ol style="list-style-type: none"> 1. No, the organization always follows the same procedures. 2. Organization adapts procedures in only extreme cases. 3. Organization adjusts procedures when necessary but struggles with complex needs/requirements. 4. Organization adjusts procedures to the specific needs of its stakeholders. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

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| | | 5. The organization designs procedures to the specific norms, needs, and circumstances of each stakeholder. | |
| AUT FLE _29_ 02 | Who is involved in adjusting these procedures? | <ol style="list-style-type: none"> 1. Senior managers. 2. Senior and unit-level managers. 3. All staff working on that procedure/project. 4. Managers, staff, and representatives of the community. 5. A wide range of stakeholders. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| AUT FLE _29_ 03 | How often are new practices or ways of working introduced in your organization? | <ol style="list-style-type: none"> 1. Never 2. Rarely (once every few years) 3. Once in a while (every year) 4. Often (more than once a year) 5. All the time | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| AUT FLE _29_ 04 | How well are best new practices or ways of working integrated across the organization? | <ol style="list-style-type: none"> 1. New practices are not introduced. 2. New practices are introduced and adopted in an ad-hoc manner. 3. Management encourages the adoption of new practices across the organization, but only some staff groups or departments will take them up. 4. New ideas or practices are informally adopted and integrated across all staff groups and departments. 5. New ideas and practices are formally adopted and integrated across all staff groups and departments | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| AUT FLE _29_ 05 | How does the management encourage the adoption and integration of these practices? | <ol style="list-style-type: none"> 1. Management does not encourage the adoption of new practices. 2. Management encourages the adoption of new practices when mandated by a senior authority. 3. Management encourages new work practices to solve existing problems. 4. Management encourages the adoption of new practices to improve processes. 5. Management encourages the adoption of new practices for the purpose of fostering innovation. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD INV: STAFF INVOLVEMENT/CONTRIBUTION

Enumerator states: Thank you. Now I'd like to talk a little bit about how staff become involved in the day-to-day activities of the organization.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|---------------------------|--------------------------------------|--|-------------------------------------|
| INV 30_0 1 | What is the process for exposing and | <ol style="list-style-type: none"> 1. Ad-hoc, no set process for improvement 2. There is some process for fixing issues when something goes wrong. | THIS IS AN ENUMERATOR SCORED |

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| | solving problems in your organization? | <ol style="list-style-type: none"> 3. There is an existing process to deal with problems in case they arise. 4. There is a continuous process focusing on prevention, not just dealing with problems. 5. There is a continuous process that focuses both on the prevention of problems and also on continuous process improvement (pre-emptive process). | QUESTION- DO NOT READ OUT THE OPTIONS! |
| INV_30_02 | How do/ can different staff groups get involved in this process in solving problems and making improvements? | <ol style="list-style-type: none"> 1. No suggestions/inputs from staff. 2. Suggestions/inputs from staff on an ad-hoc basis. 3. Suggestions/inputs from staff involved through meetings (formal or informal). 4. Organization encourages staff to make suggestions/inputs as part of their work. 5. Exposing problems and suggesting solutions and improvements is part of all staff's daily duty. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| INV_30_03 | When you decide on an action plan, how do you ensure it is implemented? | <ol style="list-style-type: none"> 1. There is no way to ensure this. 2. Failure to meet the deadline will be discovered at or near the deadline. 3. Progress is checked before the deadline. 4. Progress is informally monitored regularly before the deadline. 5. Progress is formally monitored regularly before the deadline. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| INV_30_04 | If an action plan were not progressing as it should, what type of action would you take to rectify it/put it back on track? | <ol style="list-style-type: none"> 1. No action would be taken. 2. Action would only be taken in case of emergency. 3. The plan would be revised to ensure the results were achieved, albeit with delay. 4. The plan would be revised to ensure it was delivered on time. 5. Resources would be moved around, and preventive measures would be taken to ensure the plan progressed adequately. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD PERFINC: INCENTIVES/MONITORING: PERFORMANCE INCENTIVES

Enumerator states: Thank you. It's sometimes necessary to reward or discipline employees that you manage. I'd like to ask you about how you have faced those issues. Please remember that we are interested in practices within your Organization rather than the organization as a whole.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|--------|---|---|---|
| PERFIN | How does your organization manage poor performance? | <ol style="list-style-type: none"> 1. No action is taken to deal with poor performers. | THIS IS AN ENUMERATOR SCORED QUESTION- DO |

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| C_3 1_01 | | <ol style="list-style-type: none"> 2. Poor performance is rarely addressed, and typically only at the more junior levels. 3. Poor performance is addressed inconsistently across individuals and staff groups. 4. Poor performance is addressed consistently and at all levels of staff. 5. Poor performance is addressed through formal performance improvement plans. | NOT READ OUT THE OPTIONS! |
| PER FIN C_3 1_02 | How does your organization manage bad behavior or the infringement of public service rules? | <ol style="list-style-type: none"> 1. There are no consequences for bad behavior. 2. Bad behavior is rarely addressed. 3. Bad behavior is addressed inconsistently across individuals and staff groups. 4. Bad behavior is addressed consistently across all staff groups. 5. Bad behavior is addressed consistently across all staff groups and there are formal consequences. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
| PER FIN C_3 1_03 | How are the best employees in your Organization/department [DEPENDING ON THE RESPONDENT] rewarded? | <ol style="list-style-type: none"> 1. Managers and staff are rewarded equally irrespective of performance level (i.e. rewards are not based on performance). 2. Only some staff groups (e.g. managers, technical staff) receive performance bonuses. 3. Good performance is rewarded financially, but the criteria for receiving a bonus are not clear. 4. Good performance is rewarded based on a clear set of criteria. 5. Good performance is rewarded and is based on a regular, rigorous, evaluation. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

MOD STAFF: STAFFING

Enumerator states: Thank you. Now let's discuss staffing **of your organization**. Remember, we are interested in how things work in practice rather than the formal rules that govern staffing.

Enumerator note: Additional codes - 900=Don't know, 998=Refuse to answer.

| Q# | QUESTION | SCORING OPTIONS | INSTRUCTIONS FOR ENUMERATOR |
|------------------------------|--|--|--|
| STAF F_32 _01 | How does your organization attract talented individuals? | <ol style="list-style-type: none"> 1. Talent is not considered important. 2. Talent is considered important, but no action is taken to attract it. 3. Talent is considered important, but there is no real system for attracting the best individuals. 4. There is a system for attracting talented individuals. 5. There is a system for attracting and developing talented individuals. | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |

| | | | |
|------------------------------|--|---|--|
| STAF F_32 _02 | What are the main criteria for promotion in your organization? | <ol style="list-style-type: none">1. There are no promotions.2. Promotions are based on length of service in the organization.3. Promotions are based on a combination of length of service and performance.4. Promotions are based on performance.5. Promotions are based on performance and suitability to the role (background, skills and competencies, preferences). | THIS IS AN ENUMERATOR SCORED QUESTION- DO NOT READ OUT THE OPTIONS! |
|------------------------------|--|---|--|

MOD CONC: CONCLUSION

| Topic | Question | Responses |
|----------------------------------|--|--|
| CONC_01 Willingness to pay | Imagine you have an opportunity to invest your time in an innovative youth mental health training program. How many hours over the course of a year would you spend on this program? | [0-500] |
| CONC_02 Training | <p>The Ministry of Health has launched a new online training. The 8-hour training, created by a team of mental health experts, is self-paced, home-based, free of charge, and open to everyone. The training aims to increase knowledge on youth mental health; to strengthen their comfort and capacity in dealing with complex situations; and to create educational environments conducive to student mental health. All participants who complete the training will receive a certificate from Vilnius University.</p> <p>Would you like to sign up for this training now?</p> <p>If CONC_02 = 01, 02, share respondent unique link in chat</p> <p><i>If CONC_02 <= 03, skip to CONC_04</i></p> | <p>01=Yes, I will sign up now 02=Yes, I will sign up but at a later date 03=I have already signed up 04=No</p> <p>900 = Don't know 998 = Refuse to answer</p> |
| CONC_03 Training Registration | <p>What are your hesitations in signing up for this training?</p> <p>Enumerator instructions: Do not read response list. Select all that apply.</p> | <p>01 = I don't have time to participate in training 02 = Selection of participants into training is limited and competitive 03 = Training content is not useful 04 = Training quality is low 05 = I feel I already have the tools to deal with mental health challenges 06 = I do not think mental health is an important topic 07 = Participating in the training is not professionally useful 08 = I do not have the digital tools or skills to participate</p> <p>800 = Other (please specify): ____ 900 = Don't know 998 = Refuse to answer</p> |
| CONC_04 Co-Production | An initiative is currently being designed to bring together a range of decision-makers across ministries, municipalities, public health bureaus, and schools to share knowledge and make decisions regarding youth mental health programming. Would you be interested in receiving more information on how to get involved in this initiative? | <p>01 = Yes 02 = No</p> <p>998 = Refuse to Answer</p> |

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| CONC_05 Consent | We would like to ask to use your email and phone number. This information will only be used for the purpose of providing follow-up information on youth mental health in Lithuania and associated resources. It will remain strictly confidential outside of the research team. Do you consent? | 01=Yes 02=No If CONC_05=02 skip to CONC_08 |
| CONC_06 Email | What is your institutional email? <i>Back-end logic check to verify that CONC_05=email on file.</i> <i>If email not on file, alert message to ask enumerator to read inputted email back to respondent to confirm its accuracy.</i> <i>If email on file and CONC_05!=email, error message to read "This email does not match the email on file for this individual. Please revise the entered email and confirm that it is correct with the respondent."</i> <i>If email on file and CONC_05==email, proceed.</i> | [OPEN] 998 = Refuse to answer |
| CONC_07 Phone | What is your mobile phone number? <i>If phone number not on file, alert message to ask enumerator to read inputted phone number back to respondent to confirm its accuracy.</i> <i>If email on file and CONC_06!=phone number, error message to read "This phone number does not match the phone number on file for this individual. Please revise the entered phone number and confirm that it is correct with the respondent."</i> <i>If phone number on file and CONC_06==phone number, proceed.</i> | [numerical response] 998 = Refuse to answer |
| | Continue to MAILCHECK_01 if Treatment==Control. Skip to CONC_08 if Treatment!=Control. | |
| MAILCHECK_start timestamp | | |
| MAILCHECK_01 | Finally, have you previously seen this email? <i>Enumerator instructions: do not linger on email, this is a quick check and not meant to be read.</i> <i>Programmer instructions: to display generic, unbranded email</i> If MAILCHECK_01!=01, skip to CONC_08 | 01=Yes 02=No 900=Don't know 998=Refuse to answer |
| MAILCHECK_end timestamp | | |

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| MAILCHECK_02 | Was the email you received affiliated with any institution? If MAILCHECK_02!=01, skip to INFO_03 | 01=Yes 02=No 900=Don't know 998=Refuse to answer |
| MAILCHECK_03 | With which institution was the email affiliated? <i>Enumerator instructions: select all that apply and do not read or show responses</i> | 01=Ministry of Health 02=Student's Union 03=Other (please specify): ____ 900=Don't know 998=Refuse to answer |
| INFO_03 | Who sent you the email? <i>Enumerator instructions: select all that apply and do not read or show responses</i> | 01 = Sent to me by Ministry of Health 02 = Sent to me by Lithuanian Student Union 04 = Sent to me from a colleague in my institution 05 = Sent to me from a colleague outside of my institution 800 = Other (please specify): ____ 998 = Refuse to answer |
| INFO_04 | To how many people, if any, have you forwarded the email? If INFO_04=0, skip to INFO_07 | [Numeric response] 998 = Refuse to answer. |
| INFO_05 | To whom have you forwarded the email? <i>Enumerator instructions: select all that apply and do not read or show responses</i> | 01 = Teachers in schools 02 = Support staff in schools 03 = Principals in schools 04 = Colleagues in my institution 05 = Colleagues outside my institution 800 = Other (please specify): ____ 998 = Refuse to answer. |
| INFO_06 | Why did you forward the email to these individuals? <i>Enumerator instructions: select all that apply and do not read or show responses</i> Skip to CONC_08 | 01 = I felt they would benefit the most from the training 02 = I feel that the training on youth mental health is very important 03 = They are interested in this topic 04 = They are senior staff that can encourage others and set an example 800 = Other (please specify): ____ 998 = Refuse to answer. |
| INFO_07 | Why did you not forward the email? <i>Enumerator instructions: select all that apply and do not read or show responses</i> | 01 = Mental health is not a relevant topic 02 = I did not feel the training will be useful 03= I did not think anyone would be interested in the training 04 = I doubted the source of the email 800 = Other (please specify): ____ 998 = Refuse to answer |
| CONC_08 Conclusion | That concludes the final module of the questionnaire. Before we close, are there any final points that you would like to share | [OPEN] |

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| | related to any of the topics covered in this survey? | |
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