

Appendix 5. Cross-sectional survey – Trained MoH staff and researchers



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A. Cross-sectional survey – Trained MoH staff

I. Background information

This section gathers background information of the participants including the type of participant (policy maker or researcher), position, their day to day roles and whether they were engaged by the project. This section will be administered to all the participants.

1.1 Position of the participant

1.2 Number of years in the position

1.3 Number of years in your profession (policymaker, researchers or CSO)

1.4 Using the scale 1 (not really) to 5 (To a significant extent), to what extent does your work involve the following

- a) Formulating and/or updating policy documents?
 - i. Yes
 - ii. No
- b) Designing and/or implementing programme activities?
 - i. Yes
 - ii. No
- c) Preparing policy briefs?
 - i. Yes
 - ii. No
- d) Commissioning research needed by the MoH/CDH for decision-making?

- i. Yes
 - ii. No
 - e) Chairing MoH/ CDH technical working group meetings
 - i. Yes
 - ii. No
 - f) Participating in MoH/CDH technical working group meetings
 - i. Yes
 - ii. No
 - g) Organising policy dialogues i.e., meetings involving a wide range of stakeholders (policymakers, researchers, CSOs among others) during which policy challenges and solutions are identified/discussed in relation to existing evidence and evidence gaps
 - i. Yes
 - ii. No
 - h) Organising conferences
 - i. Yes
 - ii. No
 - i) Conducting research?
 - i. Yes
 - ii. No
 - j) Other
-

1.7 What is your level of education?

- a) Bachelor
- b) Masters
- c) PhD
- d) Other

1.8 Have you ever heard of the HIGH Res project?

- a) Yes
- b) No
- c) I don't know

1.9 If yes, how were you engaged?

1.10 Are you a nominated research focal?

- a) Yes
- b) No
- c) I don't know

II. Individual knowledge/skills

Level of knowledge/skills

This section establishes participants' understanding of what rapid evidence synthesis and systematic reviews are and how to conduct them at the time of data collection and a year ago (baseline).

2.1 Using the scale 1-3 (1- low, 2- average and 3- high), rate your understanding of: Research design (e.g differentiation of qualitative vs quantitative designs and methods for conducting them

- 2.2 Using the scale 1-3 (1- low, 2- average and 3- high), rate your understanding of: Research analysis interpretations (e.g interpretation of statistical results such as P-values, Odds ratios, confidence intervals etc
- 2.3 Have you ever used a systematic review to inform your work?
- a) Yes
 - b) No
- 2.4 Do you think your use of a systematic review has improved over time?
- a) Yes. How and what do you think resulted in this?
 - b) No. Why do you think so?
 - c) I don't know. Why don't you know?
- 2.5 In your work setting, is using a systematic review an expectation?
- a) Yes. How, and why is it important?
 - b) No. Why is it not important?
 - c) I don't know. Why?
- 2.6 Have you ever conducted any evidence synthesis to inform your work?
- a) Yes
 - b) No
- 2.7 Do you think your production of evidence synthesis has improved over time i.e., you are producing them more than before?
- a) Yes. How and what do you think resulted in this?
 - b) No. Why do you think so?
 - c) I don't know. Why don't you know?
- 2.8 In your work setting, are you expected to produce evidence syntheses?
- a) Yes. How, and why is it important?
 - b) No. Why is it not important?
 - c) I don't know. Why?
- 2.9 Have you ever written a policy brief to make policy or practice recommendations ?
- a) Yes
 - b) No
- 2.10 Do you think your production of policy briefs has improved over time i.e., you are producing them more than before?
- a) Yes. How and what do you think resulted in this?
 - b) No. Why do you think so?
 - c) I don't know. Why don't you know?
- 2.11 In your work setting, are you expected to produce a policy brief?
- a) Yes. How, and why is it important?
 - b) No. Why is it not important?
 - c) I don't know. Why?
- 2.12 In your work setting, do you think you can do your work without using evidence?
- a) Yes. How does using evidence help you in your work?
 - b) No. Why do you think so?
 - c) Sometimes. When does it? and When does it not?

- 2.13 When do you think evidence is important to use and why?
- 2.14 What types of evidence can be used and for which types of decisions?
- 2.15 How can you ensure the quality and integrity of the evidence you use?
- 2.16 Evidence informed policymaking involves systematic and transparent access to, and appraisal of, informal (community reports) and formal (e.g., systematic reviews) evidence as an input into the policymaking process
- True
 - False
- 2.17 Which of the listed products appraise, summarise or synthesise evidence and present conclusions or recommendation to the user?
- Rapid review
 - Rapid response brief
 - Inventory
 - All of the above
- 2.18 Which of the following is a knowledge translation process?
- Rapid review
 - Rapid response service
 - Inventory
 - All of the above
- 2.19 Which of these steps in the Rapid response process is relevant to other steps?
- Submitting and follow up
 - Appraising evidence and summarizing
 - Receiving a question
 - Internal review and external review of RRB
 - Clarifying a question
 - Developing a search strategy and searching for evidence

Individual motivation, resources and support for MoH EIDM

This section establishes the existence of processes that incentivise EIDM among MoH staff and researchers at the time of data collection and a year ago.

Motivation

- 2.20 Does the Kenya School of Governance training have a course on evidence informed decisions making?
- Yes. Please describe it
 - No
 - I don't know
- 2.21 If yes. Was this introduced recently, within the past five years?
- Yes. When was it introduced and what informed its introduction?
 - No. When was it introduced
 - I don't know

- 2.22 Is it a requirement for you or staff that you manage to attend a training on how to access, appraise, synthesis and use evidence?
a) Yes. Which staff? Who conducts the training? and what does it cover?
b) No
c) I don't know
- 2.23 What happens if staff do not attend the training?
- 2.24 Does your performance and promotion assessments include criteria for producing and using evidence synthesis products to inform or make decisions?
a) Yes. What criteria is used? What is the weight in relation to other responsibilities?
b) No
c) I don't know
- 2.25 What happens if staff do not demonstrate that they have produced and used evidence synthesis products to inform or make decisions?
- 2.26 Has the performance and promotion assessments of criteria for producing and using evidence synthesis products become more prominent over time?
a) Yes. How and what has resulted in this?
b) No. When was this introduced?
c) I don't know
- 2.27 Is there a mechanism (checks and balances) in the MoH to ensure decisions are informed by evidence synthesis products?
a) Yes. What is the expectation for presentation of evidence and what happens if it is not presented?
b) No. How are decisions made and what is your role? What informs the recommendations made, what products are developed and what informs the decisions to approve recommendations or not?
c) I don't know. How are decisions made and what is your role? What informs the recommendations made, what products are developed and what informs the decisions to approve recommendations or not?
- 2.28 Has the mechanism for ensuring MoH decisions are informed by evidence improved over time?
a) Yes. How and what has resulted in this?
b) No. When was this introduced?
c) I don't know

Support

- 2.29 Does the MoH have evidence informed decision making guidelines and tools for staff to use?
a) Yes. Describe the guidelines and tools, and what they support
b) No
c) I don't know
- 2.30 If yes. Was this introduced recently, within the past five years?
a) Yes. When was it introduced and what informed its introduction?
b) No. When was it introduced?
c) I don't know

III. Additional unexpected consequences (Benefits and challenges)

3.0 Has the HIGH-Res programme resulted in other benefits beyond improving your evidence synthesis skills?

- a) Yes. What unexpected benefits?
- b) No
- c) I don't know

3.1 Has the HIGH-Res programme resulted in challenges?

- a) Yes. What challenges?
- b) No
- c) I don't know

3.2 Are you aware about the Cochrane Kenya?

- a) Yes. What are your thoughts of how it can contribute to enhancing the health sector evidence informed decision making?
- b) No
- c) I don't know

IV. Testing assumptions

4.0 Do you think you have opportunities to apply the skills you gained from the HIGH-Res rapid evidence synthesis training?

- a) Yes. What opportunities?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

4.1 Do you plan to apply the skills you gained from the HIGH-Res rapid evidence synthesis training? Yes/No/I don't know. Please explain

4.2 Do you think you will find it difficult to apply the skills I acquired from the HIGH-Res rapid evidence synthesis training? Yes/No/I don't know. Please explain

For research focals only

4.3 Have you faced challenges so far as a nominated research focal? Yes/No. Please explain

4.4 Do you think you have opportunities to champion of evidence informed decision making in your department/TWG?

- a) Yes. What opportunities?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

4.5 Do you think it will be difficult to ensure that decisions of your department/TWG are routinely informed by robust evidence synthesis?

- a) Yes. What difficulties do you anticipate?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

4.6 Do you think that it is a role that is valued? Yes/No/I don't know. Please explain

- a) Yes. How so?
- b) No. Why do say so?
- c) I don't know. Why do say so?

V. Additional support

5.0 Do you think you need additional support to be able to use evidence in your work?

- a) Yes. What support do you need?
- b) No
- c) I don't know

VI. Additional information

6.0 Do you have anything else you would like to add to what we have discussed?

- a) Yes. Please, go ahead.
- b) No

6.1 Do you have colleagues who were not involved in the HIGH-Res program and is knowledgeable about how things work in the MoH?

- a) Yes.
- b) No
- c) I don't know

6.2 If yes, could you provide us with their name and contact?

- a) Yes.
Name:
Contact: email and/or phone number

b) No

6.3 Could you provide us with your immediate supervisor's name and contact so that we can find out how else the department, unit or program could be supported?

- a) Yes.
Name:
Contact: email and/or phone number

b) No

6.4 Could you provide us with the name and contact of members of CSOs that you work regularly and closely with so that we can find out how else the department, unit or program could be supported from their perspective?

- a) Yes.
Name:
Contact: email and/or phone number

b) No

6.5 Should we want to follow-up with you on some information you provide in the survey, would you be interested in participating in an additional interview Zoom, MS Teams or other platform of your choice?

- a) Yes.

Name:

Contact: email and/or phone number

b) No

Thank you for taking time to participate in this study.



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B. Cross-sectional survey – Trained researchers

I. Background information

This section gathers background information of the participants including the type of participant (policy maker or researcher), position, their day to day roles and whether they were engaged by the project. This section will be administered to all the participants.

1.1 Position of the participant

1.2 Number of years in the position

1.3 Number of years in your profession (policymaker, researchers or CSO)

1.4 Using the scale 1 (not really) to 5 (To a significant extent), to what extent does your work involve the following

- a) Formulating and/or updating policy documents?
 - i) Yes
 - ii) No
- b) Designing and/or implementing programme activities?
 - i) Yes
 - ii) No
- c) Preparing policy briefs?
 - i) Yes
 - ii) No
- d) Chairing MoH/ CDH technical working group meetings
 - i) Yes
 - ii) No
- e) Participating in MoH/CDH technical working group meetings

- i) Yes
 - ii) No
 - f) Organising policy dialogues i.e., meetings involving a wide range of stakeholders (policymakers, researchers, CSOs among others) during which policy challenges and solutions are identified/discussed in relation to existing evidence and evidence gaps
 - i) Yes
 - ii) No
 - g) Organising conferences
 - i) Yes
 - ii) No
 - h) Conducting research?
 - i) Yes
 - ii) No
 - i) Managing a research institution?
 - i) Yes
 - ii) No
 - j) Managing a research department in a research institution?
 - i) Yes
 - ii) No
 - k) Managing research projects?
 - i) Yes
 - ii) No
 - l) Managing a training institution or department in charge of training?
 - i) Yes
 - ii) No
 - m) Conducting systematic reviews
 - i) Yes
 - ii) No
 - n) Other
-

1.5 What is your level of education?

- a) Bachelor
- b) Masters
- c) PhD
- d) Other

1.6 Have you ever heard of the HIGH Res project?

- a) Yes
- b) No
- c) I don't know

1.7 If yes, how were you engaged?

1.8 Are you a KT champion at KEMRI?

- a) Yes
- b) No
- c) I don't know

II. Individual knowledge/skills

Level of knowledge/skills

This section establishes participants' understanding of what rapid evidence synthesis and systematic reviews are and how to conduct them at the time of data collection and a year ago (baseline)

- 2.1 Have you ever conducted a systematic review or other systematic evidence synthesis to inform health sector decisions?
 - a) Yes
 - b) No
- 2.2 If yes, do you think your knowledge and skills for conducting a systematic review or other systematic evidence synthesis has improved over time i.e., you are producing them more than before??
 - a) Yes. How and what do you think resulted in this?
 - b) No. Why do you think so?
 - c) I don't know. Why don't you know?
- 2.3 In your work setting, is conducting a systematic review or other systematic evidence synthesis to inform health sector decisions an expectation?
 - a) Yes. How, and why is it important?
 - b) No. Why is it not important?
 - c) I don't know. Why?
- 2.4 Have you ever written a policy brief to make policy or practice recommendations ?
 - a) Yes
 - b) No
- 2.5 If yes, do you think your production of policy briefs has improved over time i.e., you are producing them more than before?
 - a) Yes. How and what do you think resulted in this?
 - b) No. Why do you think so?
 - c) I don't know. Why don't you know?
- 2.6 In your work setting, is producing policy brief an expectation?
 - a) Yes. How, and why is it important?
 - b) No. Why is it not important?
 - c) I don't know. Why?
- 2.7 What is the first step in the evidence informed decision making process?
 - a) applying the evidence
 - b) gathering the evidence
 - c) defining the question
 - d) critically appraising the evidence
- 2.8 A systematic literature review is:
 - a) one which generates a literature review using a treasure hunt system
 - b) a replicable, scientific, and transparent process
 - c) one which gives equal attention to the principal contributors to the area
 - d) a manufactured system for generating literature reviews tailored to your subject

- 2.9 Which of the following is a benefit of a systematic review?
- a) It reduces researcher bias and demands the researcher is comprehensive of their approach
 - b) It is really quick to complete
 - c) It is cost effective as an approach
 - d) It provides internal validity to the study
- 2.10 Which of the following data bases is a collection of systematic reviews?
- a) CINAHL
 - b) PubMed
 - c) Cochrane
 - d) SPORTDiscus
- 2.11 Steps in a systematic review include all of the following except:
- a) Analysis
 - b) Abstraction
 - c) Selection
 - d) Randomization

Individual motivation, resources and support for MoH EIDM

This section establishes the existence of processes that incentivise EIDM among MoH staff and researchers at the time of data collection and a year ago.

Motivation

- 2.12 Is systematic review a core course in graduate and post graduate training?
- a) Yes
 - b) No
 - c) I don't know
- 2.13 If yes. Was this introduced recently, within the past five years?
- a) Yes. When was it introduced and what informed its introduction?
 - b) No. When was it introduced
 - c) I don't know
- 2.14 Is it a requirement for you or staff that you manage to be trained in systematic reviews?
- a) Yes. Which staff? Who conducts the training? and what does it cover?
 - b) No
 - c) I don't know
- 2.15 What happens if staff do not attend the training?
- 2.16 Does your institution's performance and promotion assessment have criteria requiring all or some researchers to facilitate evidence informed decision making?
- a) Yes. What criteria are assessed?
 - b) No
 - c) I don't know
- 2.17 If yes. Was this introduced recently, within the past five years?

- a) Yes. When was it introduced and and what informed its introduction?
- b) No. When was it introduced
- c) I don't know

III. Additional unexpected consequences (Benefits and challenges)

3.1 Has the HIGH-Res programme resulted in other benefits beyond improving your evidence synthesis skills?

- a) Yes. What unexpected benefits?
- b) No
- c) I don't know

3.2 Has the HIGH-Res programme resulted in challenges?

- a) Yes. What challenges?
- b) No
- c) I don't know

3.3 Are you aware about the Cochrane Kenya?

- a) Yes. What are your thoughts of how it can contribute to enhancing the health sector evidence informed decision making?
- b) No
- c) I don't know

IV. Testing assumptions

4.1 Do you think you have opportunities to apply the skills you gained from the HIGH-Res systematic review training?

- a) Yes. What opportunities?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

4.2 Do you plan to apply the skills you gained from the HIGH-Res systematic review training?

- a) Yes.
- b) No.
- c) I don't know.

4.3 Do you think you will find it difficult to apply the skills you acquired from the HIGH-Res systematic review training?

- a) Yes. What difficulties do you anticipate?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

4.4 Do you think you have opportunities to co-organise, with researchers and other stakeholders, conferences aligned to health sector priorities.

- a) Yes. What opportunities?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

4.5 Do you think it will be difficult to co-organise, with researchers and other stakeholders, conferences aligned to health sector priorities.

- a) Yes. What difficulties do you anticipate?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

V. Additional support

5.1 Do you think you need additional support to be able to support public-sector decision-making processes specifically as it relates to production of evidence synthesis?

- a) Yes. What support do you need?
- b) No
- c) I don't know

VI. Additional information

6.1 Do you have anything else you would like to add to what we have discussed?

- a) Yes. Please, go ahead.
- b) No

6.2 Do you have colleagues who were not involved (i.e., trained) in the HIGH-Res program and is knowledgeable about how things work in your organisation?

- a) Yes.
- b) No
- c) I don't know

6.3 If yes, could you provide us with their name and contact?

- a) Yes.
Name:
Contact: email and/or phone number

b) No

6.4 Could you provide us with your immediate supervisor's name and contact so that we can find out how else the department, unit or program could be supported to produce systematic reviews or other systematic evidence synthesis that address health sector priorities?

- a) Yes.
Name:
Contact: email and/or phone number

b) No

6.5 Should we want to follow-up with you on some information you provide in the survey, would you be interested in participating in an additional interview Zoom, MS Teams or other platform of your choice?

- c) Yes.
Name:
Contact: email and/or phone number

d) No

Thank you for taking time to participate in this study.

C. Cross-sectional survey – County officials trained in evidence synthesis

I. Background information

This section gathers background information of the participants including the type of participant (policy maker or researcher), position, their day to day roles and whether they were engaged by the project. This section will be administered to all the participants.

1.1 Position of the participant

1.2 Number of years in the position

1.3 Number of years in your profession (policymaker, researchers or CSO)

1.4 Using the scale 1 (not really) to 5 (To a significant extent), to what extent does your work involve the following

- a) Formulating and/or updating policy documents?
 - i) Yes
 - ii) No
- b) Designing and/or implementing programme activities?
 - a. Yes
 - b. No
- c) Preparing policy briefs?
 - a. Yes
 - b. No
- d) Commissioning research needed by the MoH/CDH for decision-making?
 - a. Yes
 - b. No
- e) Chairing MoH/ CDH technical working group meetings
 - a. Yes
 - b. No
- f) Participating in MoH/CDH technical working group meetings
 - a. Yes
 - b. No
- g) Organising policy dialogues i.e., meetings involving a wide range of stakeholders (policymakers, researchers, CSOs among others) during which policy challenges and solutions are identified/discussed in relation to existing evidence and evidence gaps
 - a. Yes
 - b. No
- h) Organising conferences
 - a. Yes

- b. No
 - i) Conducting research?
 - a. Yes
 - b. No
 - j) Other
-

- 1.5 What is your level of education?
- a) Bachelor
 - b) Masters
 - c) PhD
 - d) Other
- 1.6 Have you ever heard of the HIGH Res project?
- a) Yes
 - b) No
 - c) I don't know
- 1.7 If yes, how were you engaged?
- 1.8 Are you a nominated research focal?
- a) Yes
 - b) No
 - c) I don't know

II. Individual knowledge/skills

Level of knowledge/skills

This section establishes participants' understanding of what rapid evidence synthesis and systematic reviews are and how to conduct them at the time of data collection and a year ago (baseline).

- 2.1** Using the scale 1-3 (1- low, 2- average and 3- high), rate your understanding of: Research design (e.g differentiation of qualitative vs quantitative designs and methods for conducting them)
- 2.2** Using the scale 1-3 (1- low, 2- average and 3- high), rate your understanding of: Research analysis interpretations (e.g interpretation of statistical results such as P-values, Odds ratios, confidence intervals etc)
- 2.3** Have you ever used a systematic review to inform your work?
- a) Yes
 - b) No
- 2.4** Do you think your use of a systematic review has improved over time?
- a) Yes. How and what do you think resulted in this?
 - b) No. Why do you think so?
 - c) I don't know. Why don't you know?
- 2.5** In your work setting, is using a systematic review an expectation?
- a) Yes. How, and why is it important?

- b) No. Why is it not important?
- c) I don't know. Why?

2.6 Have you ever conducted any evidence synthesis to inform your work?

- a) Yes
- b) No

2.7 Do you think your production of evidence synthesis has improved over time i.e., you are producing them more than before?

- a) Yes. How and what do you think resulted in this?
- b) No. Why do you think so?
- c) I don't know. Why don't you know?

2.8 In your work setting, is producing an evidence synthesis an expectation?

- a) Yes. How, and why is it important?
- b) No. Why is it not important?
- c) I don't know. Why?

2.9 Have you ever written a policy brief to make policy or practice recommendations ?

- a) Yes
- b) No

2.10 Do you think your production of policy briefs has improved over time i.e., you are producing them more than before?

- a) Yes. How and what do you think resulted in this?
- b) No. Why do you think so?
- c) I don't know. Why don't you know?

2.11 In your work setting, is producing policy brief an expectation?

- a) Yes. How, and why is it important?
- b) No. Why is it not important?
- c) I don't know. Why?

2.12 In your work setting, do you think you can do your work without using evidence?

- a) Yes. How does using evidence help you in your work?
- b) No. Why do you think so?
- c) Sometimes. When does it? and When does it not?

2.13 When do you think evidence is important to use and why?

2.14 What types of evidence can be used and for which types of decisions?

2.15 How can you ensure the quality and integrity of the evidence you use?

2.16 Evidence informed policymaking involves systematic and transparent access to, and appraisal of, informal (community reports) and formal (e.g., systematic reviews) evidence as an input into the policymaking process

- a) True
- b) False

- 2.17** Which of the listed products is a summary of the best available evidence, synthesised and contextualized in direct response to a decision-maker's question?
- a) Rapid review
 - b) Rapid response brief
 - c) Inventory
- 2.18** Which of the listed products appraise, summarise or synthesise evidence and present conclusions or recommendation to the user?
- a) Rapid review
 - b) Rapid response brief
 - c) Inventory
 - d) All of the above
- 2.19** Which of the following is a knowledge translation process?
- a) Rapid review
 - b) Rapid response service
 - c) Inventory
 - d) All of the above
- 2.20** Which of these steps in the Rapid response process is relevant to other steps?
- a) Submitting and follow up
 - b) Appraising evidence and summarizing
 - c) Receiving a question
 - d) Internal review and external review of RRB
 - e) Clarifying a question
 - f) Developing a search strategy and searching for evidence

Support

- 2.21** Do you think you have opportunities to apply the skills you gained from the HIGH-Res systematic review training?
- a) Yes. What opportunities?
 - b) No. Why do you say so?
 - c) I don't know. Why do you say so?
- 2.22** Do you plan to apply the skills you gained from the HIGH-Res systematic review training?
- a) Yes.
 - b) No.
 - c) I don't know.
- 2.23** Do you think you will find it difficult to apply the skills you acquired from the HIGH-Res systematic review training?
- a) Yes. What difficulties do you anticipate?
 - b) No. Why do you say so?
 - c) I don't know. Why do you say so?

Testing assumptions

County dashboard

2.24 Do you think you have opportunities to use the County dashboard as a source of evidence to support decisions of the CHD?

- a) Yes. What opportunities?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

2.25 Do you plan to use the County dashboard as a as a source of evidence to support decisions of the CHD?

2.26 Do you think it will be difficult to sustain the use of the County dashboard?

- a) Yes. What difficulties do you anticipate?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

III. Additional unexpected consequences (Benefits and challenges)

3.1 Has the HIGH-Res programme resulted in other benefits beyond improving your evidence synthesis skills?

- a) Yes. What unexpected benefits?
- b) No
- c) I don't know

3.2 Has the HIGH-Res programme resulted in challenges?

- a) Yes. What challenges?
- b) No
- c) I don't know

IV. Testing assumptions

4.1 Do you think you have opportunities to apply the skills you gained from the HIGH-Res rapid evidence synthesis training?

- a) Yes. What opportunities?
- b) No. Why do you say so?
- c) I don't know. Why do you say so?

4.2 Do you plan to apply the skills you gained from the HIGH-Res rapid evidence synthesis training? Yes/No/I don't know. Please explain

4.3 Do you think you will find it difficult to apply the skills I acquired from the HIGH-Res rapid evidence synthesis training? Yes/No/I don't know. Please explain

V. Additional support

1.1 Do you think you need additional support to be able to use evidence in your work?

- a) Yes. What support do you need?
- b) No
- c) I don't know

VI. Additional information

6.1 Do you have anything else you would like to add to what we have discussed?

- a) Yes. Please, go ahead.
- b) No

6.2 Do you have colleagues who were not involved in the HIGH-Res program and is knowledgeable about how things work in CDH?

- a) Yes.
- b) No
- c) I don't know

6.3 If yes, could you provide us with their name and contact?

- a) Yes.
Name:
Contact: email and/or phone number

- b) No

6.4 Could you provide us with your immediate supervisor's name and contact so that we can find out how else the department, unit or program could be supported?

- a) Yes.
Name:
Contact: email and/or phone number

- b) No

6.5 Should we want to follow-up with you on some information you provide in the survey, would you be interested in participating in an additional interview Zoom, MS Teams or other platform of your choice?

- e) Yes.
Name:
Contact: email and/or phone number

- f) No

Thank you for taking time to participate in this study

