

Table 3: Perceived barriers to EBI use [QL5]

Theme / # of instances	Examples
1. Lack of motivation / support / interest from key stakeholders / N=24	<p>"Teachers do not want more work, they already are too busy."</p> <p>"Schools do not prioritize or care about mental health."</p> <p>"Parents and teachers only focus on academic achievement, so they do not want to spend time for other activities like this."</p> <p>"Lack of interest and collaboration from schools, parents, teachers and students"</p> <p>"Lack of interest from school leadership for mental health EBI."</p>
2. Lack of HR capacity / experience in mental health, psychology, counseling, etc. / N=15	<p>"Lack of psychologists experienced with research."</p> <p>"Psychologists in schools have many tasks not directly related to mental health problems, such as teaching life skills, so they do not have time to focus on mental health support or research."</p> <p>"It is difficult to evaluate the effectiveness of an intervention program. The psychologists or counselors working in schools and school leaders do not know how to do this."</p>
3. Low mental health literacy of key stakeholders / N=9	<p>"Knowledge of the public on mental health is low, so schools and parents do not see the need for mental health support."</p> <p>"Schools principals have limited understanding of mental health, and psychological issues."</p> <p>"There are high levels of stigma around the word 'mental health', so it is difficult to introduce mental health programs to schools."</p>
4. Research community's lack of appropriate research experience, ability, or motivation to do the IS research / N=8	<p>"Knowledge of the EBI concept among professionals, educators, and even health providers in Vietnam is low. No one cares about research results. They want something quick, that looks good in the short-term and pleases stakeholders."</p> <p>"A culture of research is not developed in Vietnam. Even policy makers do not care about research when they make decisions, nor schools or psychologists."</p> <p>"School leaders do not understand research and they do not understand why assessing the effectiveness of a program really matters."</p>

5. Financial limitations / Lack of financial resources / N=6	<p>"School psychologists or counselors are not considered professionals, so money is not allocated for these positions, and consequently schools cannot hire school psychologists or counselor to run programs."</p> <p>"There is no money to run the programs."</p> <p>"Teachers are paid to teach academics, if we ask them to do other things, we need to pay them extra."</p> <p>"Most EBI were developed in Western countries, so we have to pay for the copyright, translation, and adaptation to use in Vietnam. Most schools do not have money for this."</p>
6. Lack of infrastructure and facilities at schools / N=6	<p>"Lack of appropriate space, such as private rooms to implement the program."</p> <p>"School administration procedures often are too complicated to allow for implementation of an EBI."</p>
7. Lack of understanding about EBI among psychologists and schools / N=5	<p>"Psychologists generally do not know about the importance of programs being EBI."</p> <p>"School principals do not understand why EBI is important."</p>
8. Lack of stakeholder coordination in program implementation / N=5	<p>"These are comprehensive programs that require teachers, students, parents, and school staff to be involved. But it is very difficult to coordinate all stakeholders to run such programs."</p>
9. Lack of EBI or near EBI programs in VN / N=5	<p>"I do not know of any EBI programs in Vietnam, and I doubt other psychologists do either."</p>
10. Lack of policies from different levels to run and sustain the program / N=2	<p>"The role and position of psychologists has not yet been defined. School leaders, teachers and parents do not understand role of psychologists or their value."</p> <p>"Some schools can have a mental health project supported by external sources, but when the project ends, the program ends. If there is no policy, no regulation to support such programs, it will not be sustainable."</p>

Note: Barriers were provided by the 38 participants who reported having experience in EBI implementation.

Table 5: Solutions for barriers to use of EBI [QL6]

Main theme / Number of responses	Effective- ness rating	Example of participants' response
1. Improve the effectiveness of implementation strategies and activities / N=21	1.95 (0.74)	<p>"Be flexible in implementing the program, diversify the activities and the content of the program. Be responsive to the stakeholders' perspectives."</p> <p>"Make use of after school time, when students are not in class."</p> <p>"Provide better supervision, increase feedback for the implementing staff."</p> <p>"Develop a plan to coordinate implementation among different stakeholders, to increase the cooperation among different stakeholders."</p> <p>"Clearly discuss the implementation plan with school leaders before starting."</p> <p>"Clearly define responsibilities as well as benefits for staff implementing the program."</p> <p>"Modify the curriculum, to balance it better with academic subjects and life skills."</p>
2. Obtain and provide on-going training / N=14	2.17 (0.58)	<p>"Provide mental health support training for teachers and school staff."</p> <p>"Provide on-going training for teachers and other non-implementing stakeholders regarding the specific mental health program being implemented."</p> <p>"Work with universities and NGO so they will provide training for teachers and psychologists in schools on topics such as developing an intervention program, general counseling skills, etc."</p>
3. Increase stakeholders' understanding of EBI and their importance / N=9	2.00 (0.50)	<p>"Provide information about EBI and why they are important to stakeholders, so that they understand their value."</p> <p>"Provide information to stakeholders about research, how it helps us understand reality and be more effective."</p>
4. Research capacity building / N=7	2.14 (0.69)	<p>"Increase the research skills of psychologists working in schools but also that of professors and research psychologists in universities and research institutes."</p> <p>"Increase our research capacity to evaluate intervention programs."</p> <p>"Try to gain experience and understanding regarding EBI research."</p>
5. Increase stakeholders' mental health literacy (MHL), including their	2.14 (0.69)	<p>"Use different communication approaches to improve the MHL of schools and the community, to help them understand the importance of mental health."</p> <p>"Use public-health activities and mental health conferences to increase stakeholders' appreciation for mental health and psychology."</p>

support for psychologists' role / N=7		
6. Find financial support from different sources / N=6	1.83 (0.75)	"Look for financial support from NGO, not just the schools." "We can try to promote the program and ask parents to donate funding to help run the program."
7. Advocate at ministry, provincial, and city level and with NGO to increase research and mental health support in schools / N=4	1.50 (0.58)	"Ministry of Education and Training (MOET) and professional associations should provide policy and guidance for using EBI in schools, rather than just providing untested programs." "Advocate at all levels to revise and update general policies and regulations in schools, such as positions for psychologists, and use only of programs proven to be effective."
8. Seek help and assistance from outside the school to evaluate or implement the EBI program / N=4	2.00 (1.41)	"Collaborate with universities to evaluate the intervention program." "Seek help and assistance from other people who know how to use the EBI."
9. Work closely with leaders to gain their trust in regard to mental health in general, without advocating for specific goals / N=2	1.50 (0.71)	"The trust of school leaders is critical. If the principals or leaders of a school support a program, then it will run very well. So we need to work closely with these leaders to gain their understanding and trust." "Work closely with the leaders, help them to understand these programs and their value."
10. Adapt EBI program / N=2	1.50 (0.71)	"Adapt the EBI so that they are appropriate for the Vietnam context."
11. Develop our own program / N=2	2.50 (0.71)	"To resolve the issue of copyright costs, schools should develop their own program, and fit it with their expectations and objectives." "Implementing EBI in Vietnam can take a lot of time, even years, asking for the EBI's authors' permission, translating and adapting it for Vietnamese. Schools do not have time for all these steps. If they decide to start an intervention, they want to have the program right away. The solution is to develop our programs."

Note: Solutions and ratings were provided by the 38 participants who reported having experience in EBI implementation.