

The two focus groups has been conducted in two schools:

1. Special education school – 7 persons
2. Primary school – 6 persons
3. The groups has been led by Jacek Pyżalski (Ph. D) and Piotr Plichta (Ph.D)
4. Important note: In Polish schools mental health promotion is one of the formal tasks that should be implemented in schools. Since that some of the roles are legally imposed on certain staff members.

#### WORKSHEET 1: ROLES AND PROFESSIONS

Role	Group 1	Group 2
<b>Expert</b>	Sexologist, psychiatrist, specialists form psycho-educational ward, professionals from police department, external trainers e.g. academic staff, medical staff, also one of the teachers who specializes in relevant issues	Speech therapist, professionals from police department, professionals from local care/therapy institutions, academics working in the field of mental health, co-coordinator of health promoting school program
<b>Decision maker</b>	Headmaster and the teachers’ board	Vice-headmaster, the co-coordinator of health promoting school program
<b>Implementer</b>	Coordinator of particular program, school counsellor and psychologist but also other staff members	All teachers/also students in some part of the program
<b>Developer</b>	Coordinator and The teachers appointed to the relevant team/commission	Team work (teachers involving a coordinator
<b>Change manager</b>	This role was not specified and consider irrelevant while discussed	This role was not specified and consider irrelevant while discussed
<b>Marketer</b>	Coordinator of the program and the teachers from the team who have possibility to “advertise” and disseminate effects of program	Coordinator of the program
<b>Monitor</b>	Once a year coordinators of the teams are obliged to submit results of the program evaluation	This is typically the role of those implementing the program

#### Additional remarks (group 1)

The school participates in local as well as national programs (regarded to problem of mental health) like “Safe school” and “School without the violence”. Every pupil in this school has an Individual Educational Program which is also targeted at dealing with such problems like: improving the personal well-being and mental health. There exists the body which is responsible for organizing activities within MHP (The Comittee for Prevention Affairs).

In this school the focus respondents underlined often low level of their personal satisfaction from the trainings and contacts with external experts. The respondents indicated examples of good trainings (from the MHP sphere) provided by the teachers from their school.

**Additional remarks (group 2)**

In this specific school (a member of health promoting schools network) a lot of ideas for MHP programs and methodologies are elaborated at the local network level – so not within the institution itself. Some of them are only adapted there. The focus respondents underlined the importance of team work where all the roles are overlapping and often one person within the program fulfils different tasks at different stages. Moreover, they present the opposition that clear (narrow) roles in the team could have negative impact on the co-operation and implementation. While we asked participants about the model situation (maybe different than the present one) they pointed out that a role of Monitor should be more established in a more stable way, while monitoring by Implementers is not always efficient.