**Annex 1. Topic guide for the FGDs**

Duration: up to 90 minutes.

Audience.

1. Representatives of the school administration
2. Teachers
3. School psychologists and social workers
4. Students (high school)

Preparation: A draft concept of a mental health-sensitive school (in a copy or the form of a presentation) is sent to all participants in advance, requesting them to familiarise themselves with the document in detail.

**Approximate structure of the focus group:**

1. Introduction, introduction of participants, rules of work - 15 minutes
2. Clarification of the purpose of the meeting actualisation of the problem with the participants - 15 minutes
3. Work with the draft concept discussion of each section (possibly in groups, followed by an exchange of views) - 45 minutes
4. Summarising, reflection - 15 minutes

**Questions for the focus group:**

1. Introduction, introduction of participants, rules of work - 15 minutes

* Rules: name, microphone, camera, participation, group work...
* Participant involvement: How do you feel now? Assess the charge of your internal battery. Assess your emotional state (pictures).
* Where do you get in touch from?

1. Clarification of the purpose of the meeting actualisation of the problem with the participants - 15 minutes

* Have you read the draft Concept? Collect general comments.
* Our goal today is to collect feedback from you and members of other groups so that we can finalise the Concept with the opinions of all stakeholders.
* What is the output:
* Constructive material to detail the Concept (what is missing?).
* Participants' understanding that this can be implemented step by step, in parts
* Motivated participants
* What level of interventions do the participants think is most realistic to implement? What could be the first step?
* Adapting the Concept to the conditions of war

1. Work with the draft concept discussion of each section (possibly in groups, followed by an exchange of views) - 45 minutes.

**Important: Prioritise! What is the most important thing to discuss?** (The document is too large to discuss all sections in detail in an hour. **Break up different sections to work in different groups, or shift the emphasis in each group**)

Introduction and Global Experience

**What associations do you have when you hear the term "mental health"? Answers in the chat**

**Have you had a chance to familiarise yourself with the document and the draft concept?**

* Do we understand the concept of "mental health" similarly? (centimetre) What is the most important thing for maintaining/improving the mental health of children and schoolchildren?
* Which of the global programs resonated with you the most? What elements seemed most important to you?
* Do you agree with the description of the parties involved? Or would it look different in Ukraine?
* Processes and interventions - what formats are optimal and most effective for Ukraine?
* Evidence-based interventions
* 4 levels of interventions. Check understanding of the role of each level

Purpose and vision, principles

* Discuss the goal, objectives, and vision.
* **What 1-3 points would you add to the tasks? Thinking on your own for 1 minute, in groups of 2 to 3 minutes, general presentation - 3 minutes**
* Work on the example of specific schools and try to test it for the actual context of a particular school.

Main components

* **Who develops policies at your school? Who implements them?" - Open question or chat**
* **Think about the main steps of developing a Mental Health Policy in your educational institution - 10 minutes - group 1**
* **Think about the main steps of implementing the Mental Health Policy in your educational institution - 10 minutes - group 2**
* **Presentation of the conclusions of the 2 groups - 5 minutes**
* If you have school policies, is it a working tool in your institution? What could be the structure of the document? Linking policies to work plans, job descriptions, lesson plans, etc. Are there any other documents where these approaches can be incorporated? Is anything missing, or can anything be added?
* Target groups: Check whether there is a clear understanding of their nature. Is there an understanding of how these groups are identified and reached?
* **Do you understand how to identify target groups? Chat or voice summarise (ask someone specifically) - more with psychologists**
* Areas of work by level. Discuss the possibilities
* **Do you understand the differences in the areas of work?**
* Promotions
* preventive measures
* first aid in mental health
* referral for specialised assistance.

Possible risks?

* **Do you have examples of similar interventions in your school?**
* **Do you know of other examples of interventions that should be added to the Concept?**
* **Do you see any opportunities to implement interventions?**
* **What problems may arise during the implementation process?**
* Was there an opportunity to get acquainted with the document "7P Program for Mental Health of Children and Youth", the Mental Track program, etc?

What have you already done in school? Do you have any references for these activities?

(Do you know of other programs not currently included in the Concept?

* Are you familiar with the examples of interventions listed above? Are you ready to familiarise yourself with and implement them in your work?
* **Key persons - are all included in the list?**
* Is there a need to expand/narrow this circle? Is there an understanding of the specifics and requirements for people working at the top of the pyramid?
* If possible, work on the example of specific schools and try to test it for the actual context of a particular school.

Pyramid

* Check how easily the pyramid is perceived and whether the correspondence between levels and faces is understood.

Roadmap

* **Are you ready to create a working group at your school or join one to implement the Concept of a Mental Health-Sensitive School?**
* **Who should participate in such a group?**
* **What parts can be implemented next year, given the current situation in the country? What could be the first step in our circumstances? 1-2 specific issues that are important to focus on.**
* Policy development - what risks and issues may arise at this stage?
* What are the peculiarities of implementing the Concept in the current environment - online learning, etc? What are the options for addressing these issues/ taking into account risks?
* What exactly is missing for implementation?
* Can you roughly plan the annual cycle of concept implementation for your institution for the 2022-2023 school year? (Take into account the possible GAP-year, a year for implementation of certain elements, planning and partial implementation)
* What performance indicators can be used to analyse the implementation of the concept (interim and annual)?

1. Summarising, reflection - 15 minutes

* **What can you take away from this Concept for your institution? Name 1-3 specific points.**
* **What specific first steps/actions will you be able to take? 1-3 specific steps to write down and talk about with timing and those in charge.**
* Gratitude, informing about the next steps regarding the Concept, farewell.