

This document summarises the discussions the participating teachers had regarding how each school system works with sustainability from a social aspect. The discussions were led by Kroängsskolan's vice-principal Sepideh Hatami, who also is the head of student health.

1. In which way does your school system view student health?

Teachers from Portugal informed the group on how there is a clear connection between student health and the PE subject in school. They also informed us that often the person in charge of student health is the Guidance Counsellor - as compared to Sweden where one of our assistant principals is responsible for the same body. There are more differences. In Portugal, as compared to Sweden, the special ed teachers are not necessarily educated teachers but instead they have their focus on student health and some/many also has the role as "nutritionists" for the respective school.

Türkiye shows similarities with the Swedish model but like in Portugal, the main difference is that the responsibility lies with the guidance counsellor rather than with the general teacher body.

2. Do you have similar mission?

Yes, all participants agreed that our aim is the same but our "how-to" is different.

3. What are the biggest matters when it comes to student health in your country?

The Portuguese team talked a lot about the difficulties of involving parents in school. The perception was that many parents expected the school to be responsible for both teaching and well-being.

The Hungarian team told us that there is a lot of focus on creating a functioning group where you work a lot with motivation. They are working hard to reduce the use of mobile phones, as, just like other countries, they see a connection between mental illness and the use of mobile phones. Students are "offline" during school days. The Hungarian team has access to a school doctor 2 times a week as well as a psychologist.

4. How do you promote student health at your school?

The Turkish delegates mentioned that they do a lot of physical activities during their recess-time. However, one thing that was mentioned from Türkiye was that parents do not see the connection between physical activity and academic progress.

5. In Sweden school is mandatory, what are your views on school absence and how do you prevent it?

It is mandatory in Portugal and Türkiye (as it is in Sweden) but a notable effect of the pandemic and the current situation in Adana post-earthquake is that the local government issued a "do as you please"-piece of legislation enabling parents to keep their kids at home instead of sending them off to school.

In Madeira, long-term absence is solved by distance-teaching using ICT tools such as webcams and joint platforms for communication.