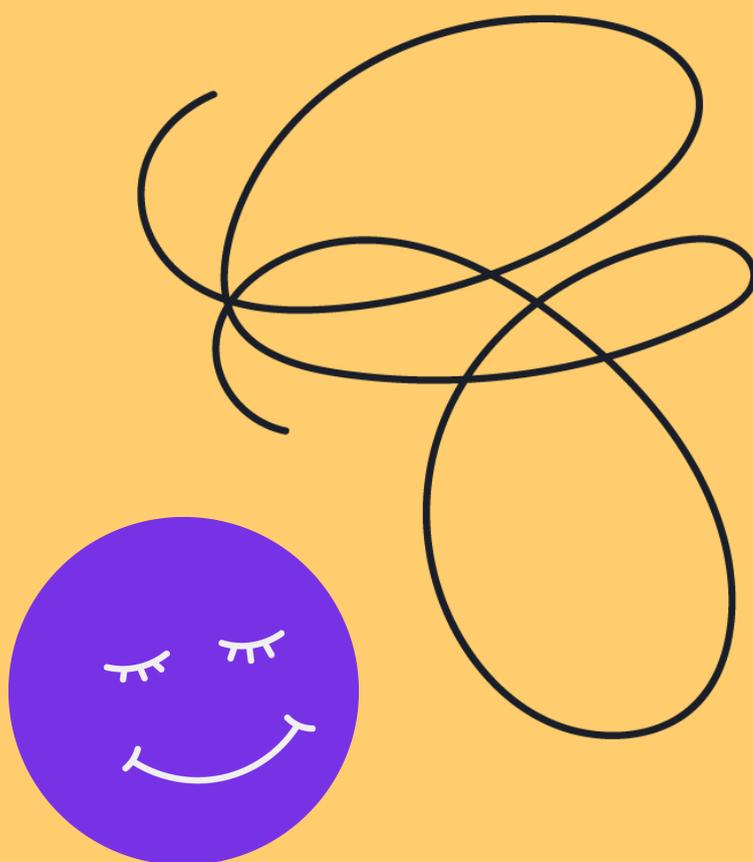


# Sustainability Model



# TABLE OF CONTENT

<b>Intention</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Background. National Educational Field and Other Programs</b>	<b>5</b>
Estonia	5
Lithuania	6
<b>The Caring School Model (CSM)</b>	<b>8</b>
<b>Implementation Plan</b>	<b>11</b>
<b>Financial Model</b>	<b>14</b>
<b>Risk Management</b>	<b>16</b>
<b>Lead Organizations</b>	<b>18</b>
<b>Appendix 1 - 3 Year Implementation Plan and Budget Prognos</b>	<b>19</b>

# Intention

**The Sustainability Model** is a strategic 3-year plan that creates a framework for the practical implementation of the **Caring School Model (CSM)** in national (Estonian and Lithuanian) educational contexts.

It is our hope that this document helps the reader to better understand **how** we are planning to implement the Caring School Model in order to create systemic, long lasting and sustainable change in participating schools, as well as **why** this model is an important strategic tool not only to contribute to the thriving of individual schools, but also to influence the educational system on a larger scale.

# Introduction

What makes a school and its community thrive? What is needed to create a healthy and meaningful learning environment?

Growing research in the educational field strongly suggests that the all-round success of a school and the wellbeing of the people within it are highly dependent on both **individual emotional wellbeing** and the **quality of relationships** within the school community. Meaningful learning can only take place where there is safety, trust and consideration, and caring relationships are fostered.

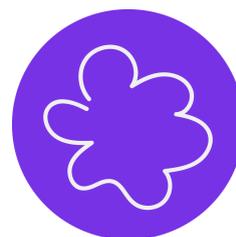
Schools in Estonia and Lithuania, like many others around the world, are facing challenges with such issues as bullying, violence, absenteeism and poor academic outcomes. Many school leaders and teachers lack the tools and skills to systemically care for the relational issues faced by children and adults, on both the levels of prevention and intervention. In addition the mindset is often punitive when dealing with challenging behaviour. That being said, there are also many national and international programs available, aiming to combat these challenges in a caring and respectful way, acknowledging the importance of social-emotional skills in preventing bullying and dealing with conflicts. Yet the biggest reported weakness of several such programs in the two countries is attributed to the lack of a multi-component whole-school approach (e.g. see the results of the 2021-2022 survey by [SA Political Research Center Praxis](#) in Estonia).

To truly make a lasting and impactful change, it is necessary that schools shift their focus from punitive measures of dealing with challenging behaviour to working relationally and restoratively, and that they do so on all levels with the engagement and commitment of the whole school community.

Our proposed Caring School Model embraces a fully supported strategic **whole-school approach** and employs it as a key element in introducing restorative approaches in schools with the goal of building practices and structures that contribute to individual thriving, nourishing relationships and healthy school culture, in turn contributing to reductions in bullying and violence, as well as enhanced academic outcomes.

# Background. National Educational Field and Other Programs

## Estonia



### EDUCATIONAL CONTEXT

The lack of a positive atmosphere and supportive relationships can be considered the root cause of several challenges in Estonian education:

- **NOVICE TEACHERS** - relationships at different levels play a greater role in maintaining the motivation for work of new teachers (Merilin Meristo, 2016);
- **BULLYING** - despite several anti-bullying programs, every fifth, in some schools even every fourth child of the age group in Estonia is a victim of bullying (KiVa). However, bullying is already a sign that relationships are not harmonious;
- **DROPPING OUT OF SCHOOL** - one of the reasons for dropping out of school is often poor relationships and conflicts with classmates.

### THE SCOPE AND POTENTIAL OF THE IMPLEMENTATION OF CSM

Right now we have three schools in Estonia implementing the model (II year) and in 2023 we are onboarding the next three schools. In spring 2023 10 school consultants-trainers will start their studies around CSM and how to best support the school on implementing the changes.

We are working on raising awareness about restorative practices and CSM in schools, educational organizations, local municipalities etc. Soon, an e-course and other info materials will be available for those interested in core principles and the process of creating a systematic change and a more caring school culture in a strategic way.

When we have 10 new consultants + 3 lead trainers in the field, we are ready to onboard potentially more schools per year, moving step by step as novice consultants will be working side by side with lead trainers at first.

## OTHER PROGRAMS

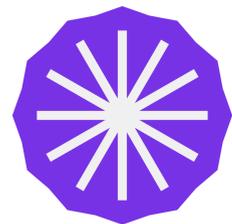
In Estonia, there is a coalition "Bullying-Free Education", which includes the following programs:

- Ethics Center of the University of Tartu "A Good School as a Values-Based School", "A Good Kindergarten as a Values-Based Kindergarten"  
<https://www.eetika.ee/et/heakool2022>
- NGO Lions „Kasvamisrõõm“ <https://lions.ee/lions-quest-kasvamisroom/>
- NGO Children's Protection Union "Free from bullying!"  
<https://www.lastekaitseliit.ee/et/tooted/kiusamisestvabaks/>
- SA Bullying-Free School „KIVA-program“ <https://eesti.kivaprogram.net/>
- Union of Estonian Student Councils „Salliv Kool“ <https://sallivkool.ee/>
- Health Development Institute "VEPA Behavioral Skills Game" <https://www.vepa.ee/>
- NGO Vaikuseminutid „Vaikuseminutid“ <https://vaikuseminutid.ee/>

In addition, there are other programs that deal with the development of social-emotional skills at school and among young people:

- Open Mind Institute's program „Õppides Loon Ennast“ [www.ami.ee](http://www.ami.ee)
- Open Mind Institute's program „Minu Valik“ [www.ami.ee](http://www.ami.ee)
- HARNO „Hooliv Klass“ <https://harno.ee/hooliv-klass>
- SPLO - ability to solve social problems (University of Tartu)
- Our World (Kristiina Treial ja Elina Malleus) <https://www.tlu.ee/hik/MeieMaailm>
- Second Step for kindergartens (stopped since the year 2021)  
<https://www.facebook.com/profile.php?id=100054201473653>
- Support student program (NGO NÜ TORE) <https://tore.ee/>
- Program „Breaking Point“ (applied in youth centres)
- and many other locally developed programs, electives or activities (the so-called Meie Meel program in Tartu Hansa School and others)

# Lithuania



## EDUCATIONAL CONTEXT

Schools in Lithuania are facing multiple external and internal challenges in the current educational landscape:

- **Educational reform** - the Ministry of Education confirmed a program for the restructuring of the school network "[Millennium schools](#)" to take place in 2022-2026, which aims to create integral, optimal and high standard conditions for learning and elimination of achievement gaps in every municipality of Lithuania. The reform includes the requirement to close smaller schools and the motion to integrate all children with special needs in general education schools by the year 2024. These changes especially affect schools in

district schools and many municipalities are resisting the reform, while teachers and school leaders are experiencing stress around the high expectations and lack of adequate support in managing such changes.

- **Bullying** - reportedly, as many as 32% of boys and 26% of girls in Lithuania face bullying ([HBSC, 2020](#)). Despite the various anti-bullying programs available in schools, bullying remains a key issue which is not being addressed systematically.
- **Teachers' stress** - 33% of teachers in Lithuania experience chronic stress, a major contributor being challenging relationships with students, colleagues, administration and students' parents. Teachers are also subject to bullying, with 33% reporting experiencing psychological violence ([Higienos Institutas, 2021](#)).
- **Relational challenges** - a study of the quality of relationships in 890 schools in Lithuania ([Nacionalinė mokyklų vertinimo agentūra, 2015](#)) revealed that:
  - schools still lack a holistic approach to activities: the focus is on individual subjects for learning, while the child's development and their values are affected by the whole school life;
  - the tendency is to observe and evaluate external behaviour and delving deeper into what lies behind the behaviour is rare;
  - rules of conduct (for students, work procedures, etc.) usually contain prohibitions, encouragement is described minimally - praise, thanks and other positive aspects at school are not a strong counterweight to encouraging good behaviour and friendly communication between community members.

It is evident that schools in Lithuania would greatly benefit from an inclusive, strategic approach that involves the whole school community in tackling relational difficulties and fostering healthy school culture systematically.

## THE SCOPE AND POTENTIAL OF THE IMPLEMENTATION OF CSM

Currently, the Caring School Model is in the third year of implementation in 2 regional schools in Lithuania, affecting close to 100 staff members and around 400 students.

Within the next 3 years, the model is aimed to be introduced in up to 10 more schools in various regions, sizes and types of schools in Lithuania in an on-going implementation process.

The CSM has the potential to become a pillar of best practice for restorative culture in both public and private educational institutions, with the goal of affecting schools in cities and towns in every municipality of Lithuania, while also strengthening inter-school and inter-institutional cooperation.

# The Caring School Model (CSM)



The main goal of the **Caring School Model** is to support schools in creating healthy, professional and caring relationships, necessary for meaningful learning environments and a healthy school culture, through the systemic introduction of Restorative Practices on all levels of communication. The model is grounded in the principles of restorative justice, inspired by humanistic psychology, incorporating social emotional learning competencies and backed by best practice and research findings from around the world.

## WHY - THE VALUE PROPOSITION OF THE MODEL

In short, the CSM addresses and influences these **key issues** identified in schools:

- Bullying
- Drop-out rates
- Wellbeing and mental health
- Lack of support for teachers
- Stand alone preventative programmes that do not create long lasting impact
- Poor professional communication skills
- Challenging relationships with parents
- The relational environment of the school which impedes effective learning

The implementation of the CSM contributes to the following **outcomes**:

- A more supportive school culture
- Stronger and healthier relationships on all levels
- An increase in focused time for teaching and learning with the creation of a safe and supportive learning environment
- Strengthened social-emotional and communicational skills in all levels
- Improved cooperation with parents
- Enhanced skills for navigating relational problems and managing conflicts on every school level
- Higher levels of wellbeing in the school
- Research-based diagnosis and planning

## FOR WHO IS THIS SUITABLE?

CSM can be implemented in different educational institutions (schools, kindergartens, vocational schools, private schools, art schools, special needs schools, local educational centres, non-formal education organizations etc) that are interested in moving towards a more caring, professional and healthy school culture and meet the [criteria](#) to join the model.

For school leaders and management this is a strategic management tool that can offer a supportive framework navigating your school in a rapidly changing and challenging environment.

For teachers this is a practical base for everyday values and a set of skills and tools that can be used both in prevention and also for navigating difficult situations professionally as they arise.

## HOW DO WE GET THERE?



Every school has different needs and a different starting point. Therefore, we have created our model as a tailorable school-wide approach, with activities being implemented strategically and consistently, over a period of 3 years.

The Caring School Model is a **fully supported** process applied in a **whole-school approach** on three **levels of urgency** addressing six **levels of relationships**.

CSM is a **fully supported** process, which includes:

- A series of trainings on change management and restorative approaches to enhance the competencies of school teams;
- Tools and all necessary materials, guidelines, templates and support documents needed for the process and its implementation across the school;
- Diagnostic and impact measurement;
- A systematic cooperation process with a designated consultant throughout the 3 years of implementation and beyond.

The model is applied in a **whole-school** approach, meaning:

- ALL parts of the school are included and encouraged to work together towards the common goal - school management, teachers, specialists and other staff, students, parents and the wider community;
- Attention is paid to building healthy and supportive relationships between ALL parties at all levels;
- It is a collaborative activity that is planned as strategic and consistent, the goals are in the school's development plan and related to the school's vision;
- It is not just about what happens in the classroom, but about what happens on a daily basis in the school and how students, teachers, parents, management and the wider community experience their lives in and around the school, what their well-being and psychological health are like.

Tailored to the needs and contexts of each school, the Caring School model entails a 3 year implementation plan (detailed plan in Appendix 1) that includes **three levels** of urgency:

### 1. Preventing and building

First and foremost, focusing on the development of social-emotional and cooperation skills and values that aid in the prevention of relational difficulties and challenging behaviour, and the formation of safe, nourishing and meaningful relationships..

### 2. Reconnecting and restoring relationships

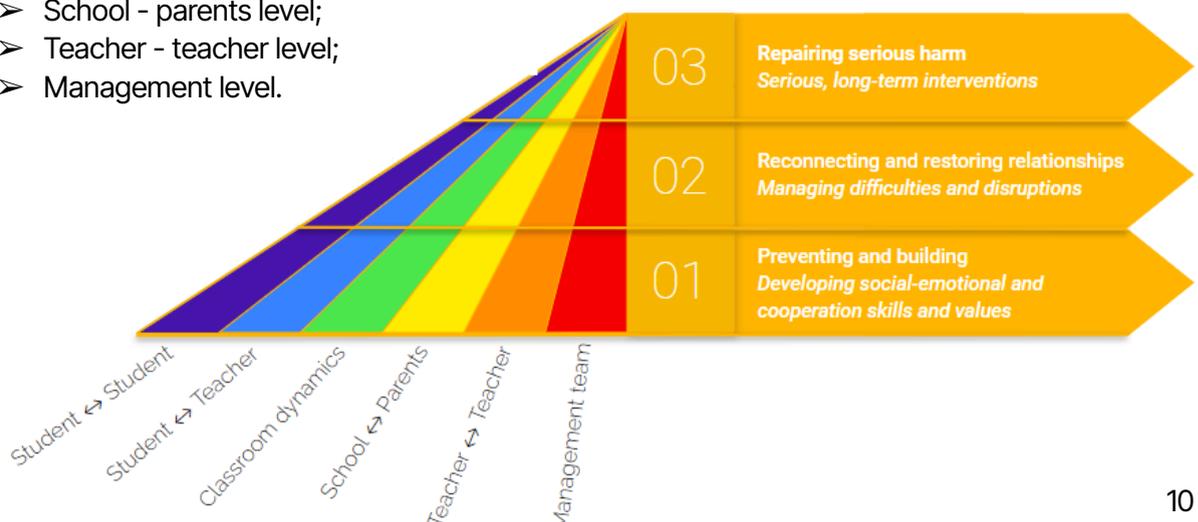
Equipping the staff and students with skills for managing difficulties and disruptions, and engaging with conflict in a caring and respectful manner that moves from punishment to restorative practices that help to repair broken connections and rebuild trust.

### 3. Repairing serious harm

Building skills for dealing with serious cases and employing long-term restorative interventions.

In line with the whole-school approach, these levels are addressed in **six aspects** of relationship within the school:

- Student - student level;
- Student - teacher level;
- Classroom level;
- School - parents level;
- Teacher - teacher level;
- Management level.



# Implementation Plan

The model provides a complete process, a framework that is used to reflect on everyday practice, assess the current situation, identify developmental needs, acquire necessary skills and competencies, plan the implementation and evaluate the progress.

The implementation plan (see Appendix 1) includes training and consultation needs and a detailed process of initiating and managing change over the span of 3 years, starting with the buy-in of the school leadership, focused cooperation with the newly-formed implementation team, continuing with the engagement and training of the wider community of staff, through to working with parents and the children directly.

## Brief summary of implementation plan:

### YEAR 1:

- school self-assessment and commitment to cooperation
- forming and training school implementation team
- introduction of model to the whole school community
- impact assessment phase 1
- strategic planning for the next school year

### YEAR 2:

- continued consultation
- school-wide training
- regular reflection meetings
- annual conference for participating schools
- impact assessment phase 2
- broader strategic planning for engagement of parents

### YEAR 3:

- continued consultation
- continued professional training and supervision
- further basic teachers' training (if needed)
- annual conference
- impact assessment

## KEY RESOURCES

We have 5 CSM trainers-consultants in Estonia and Lithuania plus the necessary research team to evaluate the impact of the model. Both lead organizations in Estonia and Lithuania are well established in the educational field in both countries, have longtime experiences in supporting and creating educational change and innovation and a strong professional network both locally and internationally.

Besides having a theoretically described model, the CSM model consists of concrete guidelines, tools, method and process descriptions that both schools and school consultants-trainers can already use in the process.

### **This includes:**

- Sustainability Model
- Tools for Monitoring
- State of Art of Different Restorative Practices´ Used in Schools
- Guidelines How to Create a Restorative School Culture Team
- Self-check/assessment Tool for the Schools Before Getting Started
- Curriculum to prepare restorative practice practitioners in schools
- Guidelines for Implementing Restorative Practices in Schools
- Whole School Approach Implementation Plan Template
- Guidelines How to Manage Relationships in and Outside of School
- Description of Different Levels of Implementation
- Descriptions and implementation guidelines how to use different methods based on restorative practices (restorative circle, conflict mediation, restorative conferencing etc)
- Tools to Lead Restorative Conversations
- Tools for Reflection and Planning Next Steps
- Template to gather best practices

Read more: [www.ami.ee/transformingschools](http://www.ami.ee/transformingschools)

## KEY PARTNERS

The Caring School Model not only aims to improve the relational landscape in individual schools, but also suggests the opportunity for engagement and community-building between schools and key partners regionally, nationally and even internationally.

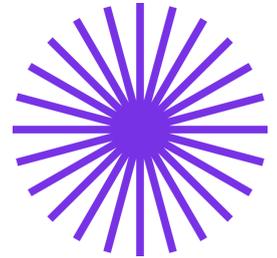
Creating lasting and meaningful change in individual organizations and the wider educational context cannot be achieved without strategic cooperation. Therefore establishing connections with key partners is an important step in expanding the reach and effectiveness of the CSM.

The following non-exhaustive list suggests key partners considered in the further development, visibility and growth of the CSM:

- *The Ministry of Education and its municipal departments* - gaining support, funding, raising awareness of key issues and mutual goals, help in raising visibility.
- *The Association of School Leaders* - cooperation in identifying common issues and exploring solutions through the use of the CSM.
- *The Ministry of Justice, The Ministry of the Interior* - participation in restorative law related events and working groups to share best practices and support
- *Police and Border Guard Board* - impact assessment support
- *International Restorative Practice experts* - continued strengthening of skills and peer support for trainers
- *Banks, businesses, private individuals* - potential sponsorship opportunities
- *Higher education institutions* - support in continued research
- *Media* - raising visibility through regular coverage of achievements and results

# Financial Model

An important consideration for the successful implementation of the Caring School Model is the sustainable planning and management of financial resources.



## VISION

The **vision** for the financial sustainability of the CSM is **two-fold**:

- 1)** to support as many schools as possible to join the process, especially those schools that would most benefit from the model, regardless of each institution's individual possibilities to finance such a process, and
- 2)** to ensure the continued development and expansion of the model itself and strengthen the organizational competencies and resources that are needed to ensure the implementation of the model (including training staff, consultants, development of supporting materials, etc.).

In relation to new schools joining the process, the successful implementation envisions the basic starting funding being covered at no expense to the schools, with each institution gradually taking more financial responsibility as the implementation progresses to ensure independent continuation and long-term sustainability for each institution.

In our vision, the leading organizations offering the CSM take the responsibility of ensuring basic funding, with the most sustainable long-term goal being securing funding from the municipality or national level in both Estonia and Lithuania. Beyond that, the leading organizations aim to work together with the schools to identify and secure the best further funding possibilities in each case.

The further strengthening of the model and the human resources needed to support its implementation also relies on continual financial resources, which may be obtained through various funding streams and sources.

## FUNDING LEVELS AND SOURCES

Overall, the development of a sustainable financial model for the CSM involves:

- 1. Securing recurrent basic funding**

The long-term goal - achieving recurrent government funding

- 2. Obtaining additional financial support for model development**

Possible funding sources include:

- sponsorships
- regional, national, international level projects

**3. Schools' existing budgets** to cover trainings, consultations, in-school activities etc

**4. Supporting schools in obtaining additional financial support for implementation and continuation**

Possible funding sources include:

- regional budget for strategic priorities
- sponsorships
- regional, national, international level projects

## **FINANCIAL MODEL - CURRENT AND THE GOAL**

### **I Basic funding**

From projects (Erasmus+, Nordic Funds etc) covering core team preparation, teachers training and the overall development of the model.

GOAL: move from project based funding to local or national level funding (estimated goal at least 70%)

### **II Schools' own contribution**

From the schools own budget according to their possibilities (in school activities, taking part in international study visits, consultation fees etc).

GOAL: we see schools' own financial responsibility and contribution as an important part of the process (estimated goal up to 30%)

The 3 year implementation plan (see Appendix 1) outlines the estimated financial resources needed in each country, Lithuania and Estonia, respectively. This 3 year overview provides the leading organizations and the schools with the opportunity to evaluate and plan long-term when committing to the process.

# Risk Management

Main risks and possible challenges	How do we lower the risks
<p>LACK OF INTEREST:</p> <ul style="list-style-type: none"> <li>● School principals do not "buy-in", only part of the school is willing to join</li> <li>● The community does not favor a restorative mindset</li> <li>● Resistance from the teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ When joining the process, one of the most important criteria is the management's interest and willingness to initiate changes in the school at a strategic level.</li> <li>➤ The restorative way of thinking and related practices are introduced to different parties of the community (e.g. at parents' meetings, on the school's website, etc.) with the opportunity to familiarize themselves with the underlying scientific research and results of implementation. Introductory events are organized where you can express your doubts and learn easily applicable restorative practices</li> <li>➤ The kick-off day and training for teachers are structured in such a way that it is possible to deal with the limiting beliefs and hindering attitudes of the participants right from the start and to demonstrate the usefulness of the methods being learned to improve the effectiveness of teaching and to promote learning</li> </ul>
<p>CSM WILL NOT BE A STRATEGIC GOAL:</p> <ul style="list-style-type: none"> <li>● The school does not include the model in its development plan</li> <li>● The school does not make CSM their everyday practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ At the first meetings with the school management, the school's strategic documents are worked through under the guidance of the consultant, their common features with the CSM are identified, and the possible inclusion of the CSM in the school's development plan or other important documents is planned.</li> <li>➤ The trainings are of sufficient length and include the application of practices learned as independent work between modules, for which a special methodology has been developed</li> <li>➤ In parallel with the trainings, monthly regular study circles are planned where teachers reflect on the application of what they have learned under the guidance of the school consultant and members of the implementation team and with the help of co-vision techniques.</li> </ul>

<p>FINANCIAL RISKS:</p> <ul style="list-style-type: none"> <li>● The financial resources will run out before 3 years</li> <li>● There is not enough resources for the development and maintenance of the CSM</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school is introduced to a 3-year financial plan before joining, and has the opportunity to plan its resources for the long term</li> <li>➤ As an additional resource, it is possible to apply for training grants from various funds. Lead organizations are ready to support that process</li> <li>➤ Negotiations are being held with local governments, which could potentially take over part of the CSM's funding</li> </ul>
<p>QUALITY OF THE SUPPORT FOR THE SCHOOLS:</p> <ul style="list-style-type: none"> <li>● There are no trained school consultants that are ready to give their resources to support schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ In 2023, a training plan for school consultants will be created with all participant materials and 10 school consultants will be trained in Estonia</li> <li>➤ An important criteria for their recruitment and selection is their willingness to contribute to the long-term support of schools</li> <li>➤ According to the developed consultant training program, it is possible to additionally train consultants as needed</li> </ul>
<p>OUTCOME RISKS:</p> <ul style="list-style-type: none"> <li>● The expected impact of the model is not happening (we are only now starting to gather data we do not know for sure yet)</li> </ul>	<ul style="list-style-type: none"> <li>➤ A comprehensive impact assessment model has been developed, which makes it possible to identify the bottlenecks of the program and improve them if necessary</li> <li>➤ During the start-up of the process, qualitative data on the strengths and challenges of the process is constantly collected and recorded, which enables continuous improvement of the process</li> </ul>

# Lead Organizations

**Avatud Meele Instituut (AMI)** is a development and training centre that grew out of the Unique School movement in 1999, which is intended for all those who want to become more complete, self-directed and happy through learning and self-development.

During this time we have cooperated with over 300 schools, in addition to universities, kindergartens and other public sector organizations.

We have experienced trainers and supervisors and a network of consultants who are soon ready to support the implementation of the created model. 3 new partner schools will be joining the process in 2023 and we have already ensured the first base funding to start the process with them.

The capacity to support more schools that wish to join the process is ensured with the establishment of the trainer/consultants network in 2023.

**Mokymosi Mokykla** is a non-governmental organization based in Vilnius, Lithuania, established in 2015 by teachers-practitioners.

The organization's mission is to provide transformational learning experiences for educators and diverse groups of lifelong learners. Mokymosi Mokykla focuses on providing a variety of online and face-to-face short and long-term training programmes based on the needs of schools, kindergartens and other organizations in the education sector.

The organization's main activities include:

- A learning platform actively used by nearly 15,000 teachers and specialists every month;
- Specialized trainings for school teams;
- Long-term training programs addressing the most relevant topics for educators (e.g.: inclusive education, STEAM, leadership, etc.)
- Strategic sessions and consultations for municipalities, school administration, and school leaders.

Alongside an experienced internal team of trainers and practitioners, Mokymosi Mokykla collaborates with over 100 external experts in the education field and has strong links with schools and municipalities across the country, making the organization fully equipped to lead the implementation of the CSM in Lithuanian schools.

## Appendix 1 - 3 Year Implementation Plan and Budget Prognos

YEAR	ACTIVITY	DURATION
YEAR I	APPLICATION and INITIAL COOPERATION MEETING WITH THE SCHOOL TEAM incl school leader (led by the consultant, including clarification of expectations and responsibilities, presentation of the model)	2 hours
	CORE TEAM KICK-OFF SEMINAR (several schools can be together or separately)	1 day
	SCHOOL SELF-ASSESSMENT with a school consultant on the basis of which the consultant assists in mapping the current situation and connecting it to the curriculum for the team (and teachers)	4 hours
	COOPERATION AGREEMENT (confirmation of financial commitment and concrete consultant, agreeing on time resources, inclusion of the implementation model in strategic documents etc)	3 hours
	CREATING THE IMPLEMENTATION TEAM (within the school, based on the instructions from the school consultant)	1 hour
	IMPLEMENTATION TEAM TRAINING 8 days (across 3 schools)	8 days
	KICK OFF PACKAGE FOR THE SCHOOL (values, agreements, plate, posters + work plans)	package per school
	START SEMINAR FOR THE ENTIRE SCHOOL under the guidance of a consultant and planning together with the implementation team (including the Impact Assessment Phase I introduction)	1 day
	Impact Assessment Phase I	6 hours
	ENGAGEMENT AND EVENTS STRATEGY PLANNING FOR THE SCHOOL TEAM (review new and old practices, redesigning according to the model if necessary - e.g. meetings and other team events, traditions)	2 hours
	STRATEGY MEETING WITH THE SCHOOL LEADER	2 hours
YEAR II	CORE TEAM KICK-OFF SEMINAR OF THE YEAR (several schools can be together or separately)	1 day
	SCHOOL-WIDE TRAINING STARTS (in August)	8 days
	COMPETENCY ANALYSIS OF THE PARTICIPATING TEAM MEMBERS	2 hours
	REFLECTION MEETINGS OF THE IMPLEMENTATION TEAM (minimum 1x per month)	18 hours
	IN-SCHOOL REFLECTION GROUPS FOR TEACHERS (1x per month, led by a consultant and members of the implementation team)	9 hours
	ANNUAL CONFERENCE FOR JOINED SCHOOLS FOR SHARING EXPERIENCES/PRACTICES AND NETWORKING (implementation team members)	1 day
	Impact Assessment Phase II	6 hours
	PLANNING BROADER ENGAGEMENT AND EVENTS STRATEGY FOR PARENTS (review new and old practices, design according to the model if necessary - e.g. annual general meeting, parents' meetings, year-end thanksgiving event, celebration, etc.)	4 hours
	Establishing the plan for the 3rd year (including continuing training, etc.)	2 hours
	STRATEGY MEETING WITH THE SCHOOL LEADER	2 hours

<b>YEAR III</b>	CORE TEAM KICK-OFF SEMINAR OF THE YEAR	1 day
	GROUP SUPERVISION of implementation teams twice a year with other schools	2 days
	CONTINUING PROFESSIONAL TRAINING AND SUPERVISIONS CONTINUE as needed	min 6 days
	BASIC TEACHER TRAINING FOR NEW GROUPS (if applicable, depends on the size of the school)	8 days
	INDEPENDENT IN-SCHOOL REFLECTION GROUPS FOR TEACHERS (1x per month, led by members of the implementation team)	-
	ANNUAL CONFERENCE FOR JOINED SCHOOLS FOR SHARING EXPERIENCES/PRACTICES AND NETWORKING (implementation team members)	1 day
	YEARLY IMPACT ASSESSMENT	4 hours
	IN-SCHOOL CELEBRATION SEMINAR	4 hours
	STRATEGY MEETING WITH THE SCHOOL LEADER AND IMPLEMENTATION TEAM TO PLAN NEXT STEPS	4 hours
<b>SUMMARY</b>	THE FINAL COST IS DEPENDENT ON THE SIZE OF THE SCHOOL AND IS ALWAYS TALKED THROUGH WITH THE SCHOOL IN THE BEGINNING OF THE COOPERATION	