

Project Brief for the Intercultural Sensitivity Mission

Project Callname

BELONG-ED

Project Full Title

*A clear, descriptive title that communicates the essence of the project
(e.g. "Fostering Responsible Use of Generative AI in Primary Education")*

Restorative Practices Bootcamp for Intercultural Classrooms: Job-embedded coaching aligned to the Council of Europe RFCDC

! Impact (Desired Impact)

What fundamental change does the project aim to contribute to?

Example: Shift in how educators integrate AI into curricula to promote critical thinking and digital literacy from a young age.

Key Impact Indicators

- Indicator 1 (e.g. % of educators adopting GenAI tools responsibly)
- Indicator 2 (e.g. # of students reached with critical digital literacy modules)
- Indicator 3 (e.g. policy uptake or replication in other schools)

Secondary schools shift from punitive/reactive discipline to relationship-centred, restorative cultures that measurably **improve student belonging, reduce bullying and low-level disruption, and strengthen intercultural competence in everyday classroom interactions**. Evidence from whole-school restorative approaches shows reductions in bullying/aggression and gains in attainment when implemented with fidelity and student voice; teacher practice improves most when PD is job-embedded with coaching.

KEY IMPACT INDICATORS

I1 - Student belonging & wellbeing: +0.3 SD improvement on PSSM /SWEMWBS by baseline (Year 1 cohort).

I2 - Behaviour climate: ≥20% reduction in minor incident referrals; ≥10% reduction in suspensions (where applicable).

PMC

I3 - Intercultural competence in practice: ≥15% improvement on RFCDC-aligned observation checklist (classroom talk norms, empathy, perspective-taking).

I4 - Equity of participation: more balanced classroom talk (EQUIP metrics—shares of turns, teacher response types) across genders/heritages.

I5 - Teacher uptake & fidelity: ≥70% of trained staff consistently run weekly circles and use restorative language scripts after 12 weeks.

+ Outcome (Expected Impact)

What is your project's unique contribution to this change?

- *Research & Design*: e.g. Co-created guidelines for ethical GenAI use in classrooms
- *Capacity Building*: e.g. Teacher bootcamps and support networks
- *Sustainability*: e.g. Scalable open-access toolkits and ongoing peer-led training

A replicable **Restorative Practices (RP) Bootcamp + coached implementation model** that (1) equips teachers with concrete routines (community circles, affective statements, restorative conversations), (2) aligns reflection to **RFCDC** descriptors (attitudes, skills, values), and (3) uses **EQUIP** micro-analytics to see and fix inequities in participation. The model is **job-embedded** (observe–practice–coach cycles) because such PD formats deliver the most reliable gains in teacher practice and student outcomes.

+ Outputs (Results)

What concrete results will you produce?

Research & Design

- State-of-the-art report

- Evidence-based learning frameworks
- Co-designed tools or platforms

Capacity Building

- Training materials or bootcamp formats
- MOOC, microcredentials, or mentoring schemes

Sustainability

- Replication toolkit
- Policy brief
- Community of practice / ambassador network

RESEARCH & DEVELOPMENT

R1 – RP Bootcamp curriculum

- Compact 2-day (or blended) training with step-by-step circle routines, restorative language scripts, and sensitive-dialogue protocols.
- RFCDC-aligned practice tasks and reflection prompts; short video exemplars and ready-to-use class materials.

R2 – RP Observation & Evaluation Toolkit

- RFCDC-aligned observation checklist and simple fidelity rubric.
- EQUIP quick-start guide (10–15 min clips), mini-surveys (belonging/wellbeing), and incident/referral templates.

CAPACITY BUILDING

R3 – Facilitator Training-of-Trainers & school implementation pilot

- Train 6–10 in-school facilitators; run a 6–8 week coached pilot (weekly circles + restorative conversations).
- Light coaching protocols, scheduling guides, and an optional 10–15h micro-credential.

SUSTAINABILITY

R4 – Policy/practice brief, including replication recommendations

- One concise brief for leaders: prerequisites, staffing/time/cost, timetable integration, risk/mitigation, and scaling steps.

R5 – Community of Practice, including open case library

- Quarterly cross-school sessions/webinars and a shared repository of EU school vignettes, scripts, and short videos.
- Simple peer-mentoring/pairing model for new adopters.

:: Partners

What does your partnership look like and who are the key players?

- **Experts** – researchers, instructional designers, data scientists, etc.
- **Practitioners** – schools, teachers, youth workers, facilitators
- **Stakeholders** – ministries, networks, museums, NGOs, tech partners

Experts: University/research centre (restorative education; evaluation design), RP trainers, intercultural education specialists (RFCDC).

Practitioners: 3–6 secondary schools (mixed urban/rural; varying diversity levels) to test transferability.

Stakeholders: Local authorities/ministries, teacher CPD centres, youth NGOs; alignment with EU Key Competences & European Education Area priorities.

